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ABSTRACT

To determine the utilization and dissemination of materials produced by the Curriculum Coordinating Unit (CCU) and the Mississippi Research Coordinating Unit, survey instruments were mailed to vocational directors and secondary and post-secondary teachers of trade and industrial, business and office, distribution and marketing, and technical education. Returns from approximately 85 percent of the post-secondary institutions and 70 percent of the secondary institutions indicated that a high percentage of directors and teachers of vocational education are not aware of the CCU, the services provided by the CCU, or procedures involved in requesting services from the CCU. A more subtle, direct pattern of communication needs to be established between CCU personnel and vocational teachers and directors. Results are presented individually for teachers and directors of each subject matter area, and the survey instrument is appended. (Author/SB)

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A STUDY OF THE UTILIZATION AND DISSEMINATION OF MATERIALS PRODUCED BY THE CURRICULUM COORDINATING UNIT AND RESEARCH COORDINATING UNIT AS PERCEIVED BY THE SECONDARY AND POST SECONDARY VOCATIONAL PERSONNEL IN THE VOCATIONAL COMPLEXES OF MISSISSIPPI

A Research Project
Sponsored by
Vocational-Technical Division
State Department of Education

December 1972

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A STUDY OF THE UTILIZATION AND DISSEMINATION OF MATERIALS PRODUCED BY THE CURRICULUM COORDINATING UNIT AND RESEARCH COORDINATING UNIT AS PERCEIVED BY THE SECONDARY AND POST SECONDARY VOCATIONAL PERSONNEL IN THE VOCATIONAL COMPLEXES OF MISSISSIPPI

Clyde N. Ginn, Ed.D.

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A STUDY OF THE UTILIZATION AND DISSEMINATION OF MATERIALS PRODUCED BY THE CURRICULUM COORDINATING UNIT AND RESEARCH COORDINATING UNIT AS PERCEIVED BY THE SECONDARY AND POST SECONDARY VOCATIONAL PERSONNEL IN THE VOCATIONAL COMPLEXES OF MISSISSIPPI

This study is an attempt to determine the utilization and dissemination of materials produced by the CCU as perceived by the teachers and directors of vocational education within the secondary and post secondary vocational complexes. The study is limited to those who teach in the following occupational areas: Trade and Industrial, Business and Office, Distribution and Marketing, Technical Education, Directors and Assistant Directors. It was mandatory that a teacher, who participated in the study, have taught in one of the above mentioned complexes for a minimum time of one year in one of the above mentioned occupational areas.

The procedure was that of administering a survey instrument to the personnel by a designated person and returning to the researcher for the analyzation process. The statistical procedures are that of basic percentages.

Approximately 85 percent of the post secondary institutions returned the packet of instruments completed

by the personnel within the complexes, and approximately 70 percent of the secondary complexes participated.

The findings of the study indicated that a high percentage of individuals in vocational education in the State of Mississippi are not aware of the CCU, the services provided by the CCU, or procedures involved in requesting services from the CCU. A more stable, direct pattern of communication needs to be established between CCU personnel and vocational teachers and directors in the State of Mississippi.

PREFACE

The questionnaire upon which the study is based was developed in the summer of 1972 and sent to State Department of Vocational Education and to the CCU laboratory for comments and recommended changes. Due to the length of the study, some of the personal data on the questionnaire were not used in writing the study. The study is by type a general survey. As was discussed in a meeting with State Vocational personnel and CCU personnel in the summer of 1972.

All answers were taken from the returned questionnaires, whether complete or incomplete. Incomplete questionnaires were not discarded. Data in the study is based on 1971-1972 school year perceptions because questionnaires were mailed in the latter part of the summer and early fall. Calculations were completed without the use of calculators; therefore, the percentages were carried only two decimals and rounded to the nearest whole number.

In essence, the study is a survey, written on a basis of practicality and not sophistication.

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CHAPTER I

INTRODUCTION

As vocational education began to expand a new and definite need for professional assistance in curriculum and research was imperatively present. Many of the new teachers in this expanded area desired and needed assistance in developing materials that were appropriate and applicable to specialized vocational programs. New curriculum and laboratory experiences had to be developed. Specialization became more profound with the developing of new vocational complexes. A good productive curriculum became the ultimate need in the producing of individuals who could be classified as skilled employees.

States have taken to the task of setting up agencies that will perform curriculum developmental tasks and research centers to assist in the verification of curriculum patterns and appropriate procedures of application. In Mississippi, the Curriculum Coordinating Unit and Curriculum Research Unit develops and disseminates materials for secondary and post secondary personnel to utilize in the teaching process within certain specialized areas.

Statement of Problem

The study will attempt to determine specific utilization factors and dissemination factors as related to the materials produced by the Curriculum Coordinating Unit-Research Coordinating Unit as perceived by the secondary and post secondary vocational personnel within the vocational complexes of Mississippi.

Delimitations

The study will be limited to those teachers in the post secondary and secondary vocational complexes in the State of Mississippi. The study will be further limited to those teachers who teach in the following occupational areas: Trade and Industrial Education, Business and Office Education, Distribution and Marketing, and Technical Education. In order to participate in the study the teacher must have been employed within the specified occupational area in the State of Mississippi as a teacher for a period of at least one year. Directors and Assistant Directors of all Secondary and Post Secondary institutions will be included within the scope of the study.

Procedures

The study will be conducted by utilizing the survey method. Within each Secondary and Post Secondary complex an individual will be designated by the researcher to administer the survey instrument. To insure as nearly as

nearly as possible uniform administration, the researcher will prepare and distribute a specific instruction sheet for administration purposes. The individuals designated to administer the instrument will return the completed forms to the researcher. Appropriate tabulation forms will be utilized to tabulate the data. The statistical treatment will not exceed that of basic percentages reflecting the use and dissemination of materials produced by the CCU-RCU as perceived by the vocational personnel in the Secondary and Post Secondary complexes of Mississippi. The Secondary and Post Secondary will be categorized separately, and each occupational area will be categorized separately. The summation of the study will include all personnel within the reporting vocational complexes of Mississippi.

Use To Be Made of Findings

Based on information gained in this study, the CCU and The State Department of Vocational Education will be better able to identify the types and kinds of materials that are most often utilized by the vocational personnel within the vocational complexes of Mississippi. The identification of factors that may, in some instances, verify the need for the revision of certain types of materials should be gained. Factors relating to the availability of needed materials should be identified within the scope of this study.

Personnel and Facilities

Personnel involved in the study will be as follows: Clyde N. Ginn, who is the researcher and contracting party, and one part-time secretary to be hired by the researcher. The facilities used will be the personal facilities of the researcher, Clyde N. Ginn.

Time Limitation

The Study was begun in July, 1972. Instruments were developed during July and mailed during the month of August.

Respondents

Responses were received from 85 percent of the Post Secondary institutions. Seventy percent of the Secondary institutions responded.

CHAPTER II

POST SECONDARY AND SECONDARY BUSINESS AND OFFICE OCCUPATIONS

This chapter is devoted to the Business and Office occupations. A total of fifty-eight vocational Business and Office occupational instructors responded. On a questionnaire each was asked whether or not he or she had requested materials assistance directly from the CCU, as shown in Table I.

TABLE I

NUMBER OF BUSINESS AND OFFICE INSTRUCTORS REQUESTING MATERIALS DIRECTLY FROM CCU

		Yes	No
Have you ever directly requested any type of assistance in the form of materials directly from the CCU?		15	43
Total	58	15	43

Of the total fifty-eight responding, approximately 25.86 percent had requested materials directly from the CCU. Approximately 74.14 percent of the vocational Business and Office instructors had never requested any materials

directly from the CCU.

The 25.86 percent of those who had requested materials responded to the length of time that it took for them to receive the materials that had been requested. See Table II.

TABLE II

LENGTH OF TIME FOR BUSINESS AND OFFICE PERSONNEL TO RECEIVE MATERIALS REQUESTED

Length of Time	Number	Percentage
1-2 weeks	7	46.66
3-4 weeks	4	26.66
5-6 weeks	0	0.00
Longer than above	2	13.06
No response	2	13.06
Total	15	

Seventy-seven percent of those responding felt that the length of time that it took for them to receive the requested materials was reasonable, while 24 percent of those responding thought the length of time that it took to receive the materials was unreasonable. Seventy-seven percent of the individuals requesting materials received the requested materials, while 24 percent did not receive the requested materials. In response to reasons why those not

receiving materials did not receive, the following reason was given:

"Too much detail and fine lines required."

The individuals who received the requested materials were asked to rate the materials on an overall basis, as shown in Table III.

TABLE III

OVERALL RATING OF MATERIALS RECEIVED BY BUSINESS AND OFFICE INSTRUCTORS

Rating	Number	Percentage
Superior	0	0.00
Excellent	7	46.66
Good	5	30.66
Fair	0	0.00
Poor	0	0.00
No Response	3	20.00
Total	15	

Approximately 47 percent of the Business and Office instructors rated the materials received from the CCU as excellent. Approximately 31 percent rated the materials as good.

The Business and Office instructors were asked if the materials received were adaptable to the area of their

intended use. Table IV is a rating of the adaptability of the received materials.

TABLE IV

RATING OF THE ADAPTABILITY OF THE MATERIALS RECEIVED

Rating	Number	Percentage
Superior	1	8.34
Excellent	4	33.33
Good	6	50.00
Fair	1	8.34
Poor	0	. .
No Response	3	. .
Total	15	

Fifty percent of the individuals rated the adaptability of received materials as good, while approximately 33 percent rated the materials as excellent.

Of the total number (fifteen) requesting materials, 20 percent reported that they had attended a workshop conducted by the CCU concerning various materials related to their teaching area. Eighty percent had not attended such a workshop.

The instructors who had requested materials were asked to rate the different kinds of materials available,

on a scale of one through five, with five carrying the highest value. A zero was used if the instructor was not aware of a certain type of material. The ratings of types of materials is shown in Table V.

TABLE V

RATINGS OF TYPES OF MATERIALS

Type of Materials	Number Responding	Rating
Teacher guides	13	4.00
Work sheets	11	2.89
Job sheets	8	2.89
Course outlines	13	4.91
Unit plans for student use	10	4.80
Program planning materials	9	4.00
Individual student learning materials	11	4.23
Reprints of materials prepared elsewhere	11	3.00
Subject matter materials	13	3.50

The individuals who recorded zeroes on materials were not counted in the rating averages. As shown in Table V, five out of the nine categories of materials were 4.0 or better. The materials receiving the lowest ratings were work sheets and job sheets with 2.89.

The 74 percent of the fifty-eight respondents, who

had never requested materials from the CCU, gave the following reasons for not requesting materials, as shown in Table VI.

TABLE VI

REASONS WHY MATERIALS WERE NOT REQUESTED

Reason	Number	Percentage
Was unaware of availability of materials	16	41.03
Was unaware of materials in my area	13	33.33
Had rather rely on my own materials	3	7.69
Didn't know how to acquire materials	7	18.01
Lack of time to survey my needs	0	0.00
Unaware how materials could be utilized	0	0.00
Felt it would take too long to receive materials	0	0.00
No response	4	. .
Total	43	

The two major reasons why materials had not been requested by the 74 percent of those not requesting were as follows:

"Unaware of availability of materials" and "Unaware

of materials in their subject area."

All responding instructors in Business and Office occupations were asked, "What was the most effective method of disseminating CCU materials?" The methods were rated on a scale of one through five, with five representing the highest value, as shown in Table VII.

TABLE VII

THE MOST EFFECTIVE METHOD OF DISSEMINATING CCU MATERIALS

Method	Number Responding	Not Responding	Rating
Send it through the mail	48	10	2.85
Notify teachers of its availability and permit them to order it	48	10	4.10
Call regional conferences, demonstrate its use, and distribute it at the conference	47	11	3.89
Distribute materials without demonstration at conferences called for other purposes	47	11	2.10
Other	. .	3	. .

The method that received the highest rating, by Business and Office instructors, as a method of disseminating materials was to notify teachers of available materials

and permit them to order it. Regional conference dissemination rated second highest.

The Business and Office instructors responded as to whom they felt, in their opinion, has/have the most important role in vocational curriculum development, as shown in Table VIII.

TABLE VIII

THE MOST IMPORTANT ROLE IN CURRICULUM DEVELOPMENT AS PERCEIVED BY BUSINESS AND OFFICE INSTRUCTORS

Curriculum Developer or Developers	Number	Percentage
CCU Program Specialists	2	3.45
Teacher Trainer	6	10.35
State Supervisor	5	8.62
CCU Program Specialist and State Supervisor	3	5.17
CCU Program Specialist and Teacher Trainer	4	6.90
State Supervisor and Teacher Trainer	12	20.69
CCU Program Specialist, Teacher Trainer, State Supervisor are all equally important in Curriculum Development	23	39.64
Others	2	3.45
Total	58	

Eighty-seven percent of the Business and Office instructors responding to the items stated that they needed more information about what services are rendered by the CCU, while 13 percent felt that no additional information about the CCU was needed. Four individuals did not respond to the question. The following comment totals are representative of the types of specific information that is needed.

Information about what CCU is	5
Need more direct information on Business and Office education	4
What is available and procedures for obtaining materials	8
Use teachers who have actually had experience in the classroom for making material recommendations about materials	2
Information about teachers' guides in Business and Office education	1
More information on data processing materials	1
Secretarial materials for classroom	4
Notification of most recently developed materials	1
Anything	4
No reply	24

Twenty-seven percent of the Business and Office instructors had attended workshops in which the CCU had

participated to some extent. The following recommendations or comments were made concerning the workshops:

"Excellent Program--informative leadership"

"Need more comprehensive planning"

"More publicity"

"Get rid of bureaucrats"

The above comments were made by individuals attending the above-stated workshops.

In reference to the value of a semi-annual publications list by the Business and Office instructors, 54 percent felt that such a publication would be of great value. See Table IX.

TABLE IX

THE VALUE OF A SEMI-ANNUAL PUBLICATIONS LIST OF CCU MATERIALS AS PERCEIVED BY BUSINESS AND OFFICE INSTRUCTORS

Rating or Value	Number	Percentage
Great Value	26	54.17
Valuable	21	43.75
Little Value	1	2.08
No Value	0	0.00
No Response	10	. .
Total	58	

Business and Office instructors rated various methods by which they felt that the CCU could improve its services. On a scale of one to five with five being the highest value and one the lowest value, the methods and ratings are shown in Table X.

TABLE X

METHODS BY WHICH THE CCU COULD IMPROVE SERVICES AS RATED BY BUSINESS AND OFFICE INSTRUCTORS

Methods of Improving Services	Number Responding	Rating 1 - 5 Low - High
By sending representatives of CCU into the local district to verify needs	39	3.30
By conducting workshops at CCU headquarters	35	2.34
By conducting workshops within different sections of the state	37	3.80
By conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum development priorities	38	3.80

The Business and Office personnel felt that the best methods by which the CCU could improve services were: by conducting workshops within different sections of the state, by conducting meetings with teachers, local directors, CCU staff, state staff to set curriculum development priorities.

Approximately 21 percent of the Business and Office instructors stated that they had utilized the film library. Approximately 79 percent gave the following reasons for not using the film library:

Unaware of film library or its existence	17
Didn't know of availability nor how to obtain films	6
Relied on own materials	1
No need for films	1
Films not up to date	3
No response or reasons	26

Four of the Business and Office instructors did not respond to the item on the film library.

The Business and Office instructors gave the following suggestions for the improvement of services provided by the CCU. The following suggestions were given:

Services are good, but get additional films	2
Inform people about services of CCU	5
Make a list of what is available and how to obtain it	6
More cooperation from people at CCU	1
Get material published while in demand. Takes too long to get summer workshop material out	2
Better communications	2

The above comments are a total of suggestions from the Business and Office personnel.

Conclusions

1. Approximately 74 percent of the Business and Office instructors have never requested any type of materials from the CCU.

2. Of the 26 percent requesting and receiving materials the majority of the individuals received their requested materials in one to four weeks.

3. Twenty-four percent of the individuals who requested materials felt that the length of time that it took for them to receive the materials was unreasonable.

4. Twenty-four percent of the individuals requesting materials never received them--reason given for not receiving materials was "too much detail required."

5. Of individuals who received requested materials, approximately 47 percent rated the materials as excellent, while 31 percent rated the materials as good.

6. Approximately 33 percent of the individuals who received materials felt that the adaptability of the materials was excellent; 50 percent rated the adaptability of the materials as good.

7. Eighty percent of the Business and Office instructors have never attended a workshop in which the CCU conducted related to their teaching area.

8. The individuals requesting materials rated

course outlines 4.91, unit plans for student use 4.80, individual student learning materials 4.23, and program planning materials and teacher guides 4.0, on a five-point scale with five representing the highest value.

9. Seventy-four percent of the individuals who never requested materials did not request them because they were unaware of such materials being available.

10. The responding Business and Office instructors felt that the best way to dissiminate materials was to notify teachers of its availability and permit them to order it and call regional conferences, demonstrate its use, and distribute it at the conference.

11. Forty percent of the Business and Office instructors felt that the CCU program specialist, teacher trainer, state supervisor are all equally important in curriculum development, while 21 percent felt that state supervisor and teacher trainer were more important in curriculum development.

12. Eighty-seven percent of the Business and Office instructors stated that they needed more information about the services rendered by the CCU.

13. Approximately 26 percent of the Business and Office instructors had attended some type of workshop in which the CCU had participated.

14. The majority of the Business and Office instructors felt that a semi-annual publications list would

be of great value or valuable to them.

15. On a one to five scale the Business and Office instructors gave the highest ratings to the following methods for the CCU improving services: By conducting workshops within different sections of the state, and by conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum development priority.

16. Twenty-one percent of the Business and Office instructors have utilized the film library. The majority of those not utilizing it and giving reasons for not using it didn't know that it existed.

17. The majority of the Business and Office instructors who gave recommendations for CCU stated that people should be informed of its services.

18. The "no responses" were not used in the computation of percentages for the Business and Office instructors.

CHAPTER III

POST SECONDARY AND SECONDARY TRADE AND INDUSTRIAL INSTRUCTORS

This chapter is devoted to the Trade and Industrial instructors. A total of 183 Trade and Industrial instructors returned questionnaires. On the questionnaire, each was asked whether or not he had requested materials assistance directly from the CCU, as shown in Table XI.

TABLE XI

NUMBER OF TRADE AND INDUSTRIAL INSTRUCTORS REQUESTING MATERIALS DIRECTLY FROM CCU

		Yes	No
Have you ever directly requested any type of assistance in the form of materials directly from the CCU?		86	97
Total	183	86	97

Of the total responding approximately 47 percent had requested materials directly from the CCU. Approximately 53 percent of the Trade and Industrial instructors had never requested any materials directly from the CCU.

Of the 47 percent of those who had requested

materials, seventy-six responded to length of time that it took for them to receive the requested materials, as shown in Table XII.

TABLE XII

LENGTH OF TIME FOR TRADE AND INDUSTRIAL PERSONNEL TO RECEIVE MATERIALS REQUESTED

Length of Time	Number	Percentage
1 - 2 weeks	42	48.83
3 - 4 weeks	16	19.29
5 - 6 weeks	8	9.63
Longer than above	10	12.05
No response	10	. .
Total	86	

Sixty-nine percent of those responding to the item felt that the length of time that it took for them to receive the requested materials was reasonable, while approximately 31 percent felt that the length of time that it took for them to receive materials was unreasonable. However, approximately 83 percent of the individuals who requested materials received them. In response to why the other 17 percent did not receive materials, the following reasons were given:

Not available	9
Too much detail and fine lines	1
That's what I want to know	1
No work on Post Secondary machine shop	2

The individuals who received the requested materials were asked to rate the materials overall, as shown in Table XIII.

TABLE XIII

OVERALL RATING OF MATERIALS RECEIVED BY TRADE AND INDUSTRIAL INSTRUCTORS

Rating	Number	Percentage
Superior	1	1.16
Excellent	19	22.09
Good	45	52.32
Fair	9	10.46
Poor	12	14.00
No response	0	0.00
Total	86	

Note: Some individuals gave two ratings on various materials.

Approximately 22 percent of the Trade and Industrial instructors rated the received materials from the CCU as excellent, while approximately 52 percent rated the received materials as good. Fourteen percent of the instructors in

Trade and Industrial rated the materials as poor, with the major reason for rating them poor as being outdatedness.

The Trade and Industrial instructors were asked if the materials received were adaptable to area of their intended use. Table XIV gives a rating of the adaptability of the received materials.

TABLE XIV

RATING OF THE ADAPTABILITY OF THE MATERIALS RECEIVED

Rating	Number	Percentage
Superior	0	0.00
Excellent	17	20.54
Good	31	42.46
Fair	7	9.59
Poor	10	13.70
No Response	8	10.96
Total	73	

Approximately 43 percent of the Trade and Industrial instructors felt that the adaptability of materials was good, while 21 percent felt that adaptability of the materials was excellent.

Of the total number (eighty-six) requesting materials, approximately 40 percent reported that they had attended a

workshop conducted by the CCU concerning various materials related to their teaching area. Thirty-five percent of the Trade and Industrial instructors who had requested materials had attended a workshop in which the CCU was given a portion of time to distribute or diffuse materials.

The instructors who had requested materials were asked to rate the different kinds of materials available, on a scale of one through five, with five representing the highest value. A zero (which was not used in rating averages) was used if the instructors were not aware of a certain type of material. The ratings of the types of material are shown in Table XV.

The ratings were averaged on the number of individuals who were familiar with a certain type of material. Above four point ratings were recorded on teacher guides and individual student learning materials. All materials were rated above 3.0.

The 53 percent of the 183 respondents who had never requested materials from the CCU gave the following reasons for not requesting materials, as shown in Table XVI.

Approximately 53 percent of the individuals not requesting materials were unaware of materials or the availability of materials in their area.

TABLE XV

RATINGS ON TYPES OF MATERIALS REQUESTED AND RECEIVED BY INSTRUCTORS

Types of Materials	Number Responding	Number Familiar with Materials	Rating 1 - 5
Teacher guides	68	62	4.36
Work sheets	70	59	3.85
Job sheets	72	61	3.62
Course outlines	77	71	3.78
Unit plans for student use	67	49	3.59
Program planning materials	60	49	3.47
Individual student learning materials	70	51	4.04
Reprints of materials prepared elsewhere	63	50	3.68
Subject matter materials	70	58	3.72

All responding instructors in Trade and Industrial were asked "What was the most effective method of disseminating or distributing materials?" The methods were rated on a scale of one through five, with five representing the highest value, as shown in Table XVII.

TABLE XVI

REASONS WHY MATERIALS WERE NOT REQUESTED

Reasons	Number	Percentage
Was unaware of availability of materials	47	30.06
Was unaware of materials in my area	37	23.53
Had rather rely on my own materials	15	9.15
Didn't know how to acquire materials	27	11.11
Lack of time to survey my needs	12	7.84
Unaware how materials could be utilized	8	5.23
Felt it would take too long to receive materials	7	4.58
No response	. .	. .
Total	153	

Note: In Table XVI the percentages were calculated on 153 responses as to reasons. Some of the respondents marked two reasons.

The Trade and Industrial instructors felt that the best method by which the CCU could distribute or disseminate materials was by calling regional conferences, demonstrate its use, and distribute it at the conference; the second best method was notifying teachers of material availability and permitting them to order it.

TABLE XVII

THE MOST EFFECTIVE METHOD OF DISSEMINATING OR DISTRIBUTING CCU MATERIALS

Method	Number Responding	Not Responding	Rating 1 - 5
Send it through the mail	126	57	3.44
Notify teachers of its availability and permit them to order it	151	32	4.06
Call regional conferences, demonstrate its use, and distribute it at the conference	133	50	4.38
Distribute materials without demonstration at conferences called for other purposes	120	63	2.07
Other	22	. .	. .

The majority of the Trade and Industrial instructors felt that the CCU Program Specialist, teacher trainer and State Supervisor are all equally important in curriculum development, as shown in Table XVIII. Approximately 13 percent of the respondents felt that the teacher should be involved in curriculum development.

TABLE XVIII

WHO HAS THE MOST IMPORTANT ROLE IN CURRICULUM DEVELOPMENT AS PERCEIVED BY TRADE AND INDUSTRIAL INSTRUCTORS

Curriculum Developer or Developers	Number	Percentage
CCU Program Specialists	14	8.99
Teacher Trainer	18	11.54
State Supervisor	4	2.60
CCU Program Specialist and State Supervisor	5	3.21
CCU Program Specialist and Teacher Trainer	14	8.98
State Supervisor and Teacher Trainer	7	4.49
CCU Program Specialist, Teacher Trainer, and State Supervisor are all equally important in Curriculum Development	68	43.60
Teacher should be involved	20	12.89
Other	6	3.84
Total	156	

Note: The No Responses, which totaled twenty-seven, were not included in the percentage calculation.

Approximately 60 percent of the Trade and Industrial instructors stated that they needed more information about the services rendered by the CCU. Thirty-five of the total 183 Trade and Industrial instructors involved in the study

did not respond to the item concerning needed information about the services being rendered. The following comment totals are representative of the types of specific information that is needed.

All services available	50
Procedures for acquiring materials	3
Up-to-date list of offerings	6
List of available materials in specific teaching areas	18
Materials from manufacturers	1
Teacher guides, work sheets, unit plans for students	6
Communication	5
When and where workshops are held	2
Books and visual aids	1
Planning materials	3
A list of up-to-date films	4
Regional meetings	3
	104

Twenty-nine percent of the 183 Trade and Industrial instructors stated that they had attended workshops in which the CCU had participated, while 40 percent stated that they had not attended such a workshop. Thirty-one percent of the 183 did not reply. Eighty percent of thost attending the workshops rated them as Good or Excellent, while approximately 27 percent gave the workshops Fair and Poor ratings.

The following recommindation were made for the improvement of workshops:

Make it possible for teachers to attend	9
Have workshops more often	13
Orient participants before workshops	4
Have workshops better organized	9
Let each workshop be conducted by someone who is a teacher within the specific subject or trade area	4
Specific subject or trade area workshops	4
Have regional meetings	3
Give everyone a chance to participate	1
Gather up-to-date information	1
Let us meet at least once a year with CCU	1
Summer workshops	2
Doing a good job	1
More coordination of State Personnel	1

In reference to a semi-annual publications list from the CCU, approximately 42 percent felt that such a list would be of great value, as shown in Table XIX. Forty-six percent felt that such a list would be valuable.

TABLE XIX

THE VALUE OF A SEMI-ANNUAL PUBLICATIONS LIST OF CCU MATERIALS AS PERCEIVED BY TRADE AND INDUSTRIAL INSTRUCTORS

Rating or Value	Number	Percentage
Great Value	76	41.60
Valuable	84	46.00
Little Value	10	5.46
No Value	2	1.09
No Response	11	6.01
Total	183	

Trade and Industrial instructors rated various methods by which they felt that the CCU could improve its services. On a scale of one through five, with five representing the highest value and one the lowest value, the methods and ratings are shown in Table XX.

All of the methods received 3.0 or above ratings. However, the methods receiving the highest ratings were, by conducting workshops within different sections of the state, and by conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum development priorities.

TABLE XX

METHODS BY WHICH THE CCU COULD IMPROVE SERVICES AS RATED BY TRADE AND INDUSTRIAL INSTRUCTORS

Methods of Improving Services	Number Responding	Rating 1 - 5 Low - High
By sending representatives of CCU into the local district to verify needs	114	3.52
By conducting workshops at CCU Headquarters	98	3.15
By conducting workshops within different sections of the State	116	3.60
By conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum development priorities	126	3.60

Approximately 36 percent of the Trade and Industrial instructors stated that they had utilized the film library. The other approximately 55 percent gave the following reasons for not utilizing the film library, while 9 percent did not reply to the item:

Unaware of the film library	29
Didn't know what was available	19
Films are out-of-date	16
Films too limited in content and number	12
Too much detail to secure films	7

Can't get films needed	4
Little information on electronics	2
Little information on farm machinery	1
Have my own films	1
	91

The basic reasons for nonusage of the film library are unaware of film library, didn't know what was available, films out of date, and films being basically limited in content and number.

Many Trade and Industrial instructors made suggestions for the improvement of services provided by the CCU. The suggestions are listed below:

Keep up the good work	1
Make teachers aware of what CCU does	5
Have more study guides for coordinators	2
Keep materials current	1
People in CCU could be more pleasant and cooperative	2
Set your priorities and follow them through	2
Give building trades curriculum and job sheets	1
Prepare instructional material for each unit within a block so that it may be thought at a time there is a job available within the unit	1
Workshops during the summer	1

Find out ways of obtaining materials from manufacturers	1
Make materials available without requests	1
Pay instructors to attend and develop a usable curriculum in their trade area	1
Enlarge staff	2
More up-to-date films	9
Inform people about your services	4
Let teachers take an active part in curriculum development	1
More public relations with new teachers	1
I was better off before I heard of CCU	1
Inform people of workshops	1
First quality materials in a usable form	1
Meet with instructors more often	1
Visit local areas and see what is needed	1
Machine shop job sheets and lesson plans	1
Employ a specialist in each trade area	1

There was not a severe amount of redundance in the suggestions for CCU. Therefore, each suggestion was listed.

Conclusions

1. Forty-seven percent of the 183 Trade and Industrial instructors had requested materials directly from the CCU.

2. Approximately 78 percent of those that requested materials received them in one to four weeks.

3. Thirty-one percent of those receiving materials felt that the length of time that it took for them to receive materials was unreasonable.

4. Eighty-three percent of the individuals who requested materials received them.

5. The reason most often given for not receiving materials was "not available."

6. Fifty-two percent of those receiving materials rated the materials in overall ratings as good, 22 percent rated the materials as excellent, while 14 percent rated the materials as poor.

7. Forty-three percent of the Trade and Industrial instructors rated the adaptability of the materials to the area for which they were designed as good, 21 percent rated the adaptability as excellent, and 14 percent rated the adaptability as poor.

8. Forty percent of those requesting materials had attended a workshop conducted by the CCU concerning various materials related to their teaching area.

9. The instructors who requested materials rated

the materials as to preference, and the two types of materials that received the highest ratings were teacher guides and individual learning materials; the lowest rating as to preference was program planning materials.

10. Fifty-three percent of those not requesting materials did not request them because they were unaware of the availability of materials.

11. The Trade and Industrial instructors felt that the most effective method of disseminating materials is by calling regional conferences, demonstrating its use, and distributing it at the conference. The least effective method as perceived by the Trade and Industrial instructors was distributing materials without demonstration at conferences called for other purposes.

12. The majority of the Trade and Industrial instructors felt that the CCU program specialist, teacher trainer and the state supervisor are all equally important in curriculum development.

13. Sixty percent of the Trade and Industrial instructors stating they needed more information about the services rendered by the CCU stated that they wanted to know about all available services.

14. Of the 29 percent of the Trade and Industrial instructors who had attended workshops in which the CCU participated, 80 percent rated the workshops as good or excellent, while 20 percent rated the workshops as fair or poor.

15. For the improvement of workshops three basic recommendations carried the bulk of the recommendations: make it possible for teachers to attend; have workshops more often; have workshops better organized.

16. Eighty-seven percent of the Trade and Industrial instructors felt that a semi-annual publications list of CCU materials would be of value, 42 percent of great value, and 46 percent valuable.

17. The Trade and Industrial instructors felt that the following methods were the best methods by which the CCU could improve its services: by conducting workshops within different sections of the state and by conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum development priorities.

18. Thirty-six percent of the Trade and Industrial instructors had used the film library: 55 percent did not utilize the library and 9 percent did not reply to the item. The most often listed reason for not using the film library was "unaware of the film library."

CHAPTER IV

POST SECONDARY AND SECONDARY DIRECTORS AND ASSISTANT DIRECTORS

This chapter is devoted to the Directors and Assistant Directors. A total of fifty-one Directors or Assistant Directors returned questionnaires. Each responded to whether or not he had requested materials assistance directly from the CCU, as shown in Table XXI.

TABLE XXI

NUMBER OF DIRECTORS AND ASSISTANT DIRECTORS REQUESTING MATERIALS DIRECTLY FROM THE CCU

		Yes	No
Have you ever directly requested any type of assistance in the form of materials directly from the CCU?		35	16
Total	51	35	16

Of the total responding approximately 68 percent had requested materials directly from the CCU. Approximately 32 percent had never requested any materials directly from the CCU.

Of the 68 percent of the total who had requested

materials, 94 percent responded to length of time that it took for them to receive the requested materials, as shown in Table XXII.

TABLE XXII

LENGTH OF TIME FOR DIRECTORS AND ASSISTANT DIRECTORS TO RECEIVE MATERIALS REQUESTED

Length of Time	Number	Percentage
1-2 weeks	16	48.48
3-4 weeks	8	24.24
5-6 weeks	4	12.12
Longer than above	5	15.15
No response	2	. .

Note: Percentages in Table XXII are calculated on the responses to the questions; no response numbers were not used in the calculation.

Approximately 49 percent of those responding received the materials within one to two weeks. Of those responding, 60 percent felt that the length of time that it took for them to receive the requested materials was reasonable, while approximately 20 percent felt the length of time was unreasonable.

Twenty-four percent gave the following reasons for not receiving the materials that were requested:

Too much detailed information required

Wasn't completed

Under revision

The individuals who received the requested materials were asked to give an overall rating on the materials received, as shown in Table XXIII.

TABLE XXIII

OVERALL RATING OF MATERIALS RECEIVED BY DIRECTORS AND ASSISTANT DIRECTORS

Rating	Number	Percentage
Superior	0	0.00
Excellent	7	21.87
Good	12	37.50
Fair	4	12.50
Poor	9	28.12
No Response	3	Not used in calculation

Approximately 22 percent gave the received materials an overall rating of excellent, 38 percent rated the materials as good, and approximately 28 percent of those receiving materials rated the materials as poor. The most often given reason by the Directors and Assistant Directors for rating materials poor was "outdated materials and not complete enough to use."

Fifty-seven percent of those Directors and Assistant Directors who received materials gave adaptability ratings on the materials received, as shown in Table XXIV.

TABLE XXIV

RATING OF THE ADAPTABILITY OF THE MATERIALS RECEIVED

Rating	Number	Percentage
Superior	0	0.00
Excellent	10	28.57
Good	6	17.11
Fair	3	8.57
Poor	5	14.29
No Response	11	31.43

The majority of those requesting, receiving and rating materials on adapatability rated the materials from good to excellent, with 14 percent of them rating the adaptability of the materials as poor.

Of the total number (thirty-five) requesting materials, approximately 9 percent reported that they had attended a workshop conducted by the CCU. Forty-nine percent of the Directors and Assistant Directors who had requested materials had attended a workshop in which the CCU was given a portion of time to distribute or diffuse materials.

The Directors and Assistant Directors who had requested materials were asked to rate the different kinds of materials available, on a scale of one through five, with five representing the highest value. A zero, which was not

used in rating averages, was used if the Directors or Assitant Directors were not aware of a certain type of material. The ratings of the various types of materials are shown in Table XXV.

TABLE XXV

RATINGS ON TYPES OF MATERIALS REQUESTED AND RECEIVED BY DIRECTORS AND ASSISTANT DIRECTORS

Types of Materials	Number Responding	Number Familiar with Materials	Rating 1 - 5 Low - High
Teacher guides	27	27	4.57
Work sheets	21	21	3.57
Job sheets	20	20	3.49
Course outlines	27	26	4.40
Unit plans for student use	28	25	3.11
Program planning materials	26	22	3.90
Individual student learning materials	13	9	3.78
Reprints of materials prepared elsewhere	27	22	3.09
Subject matter materials	22	17	3.41

The ratings were averaged on the number of individuals who were familiar with a certain type of material. Above four point ratings were recorded on teacher guides and

course outlines. The lowest rating (3.11) was on unit plans for student use.

The 69 percent of the fifty-one respondents who had never requested materials from the CCU gave the following reasons for not requesting materials, as shown in Table XXVI.

TABLE XXVI

REASONS WHY MATERIALS WERE NOT REQUESTED

Reasons	Number	Percentage
Was unaware of availability of materials	11	39.23
Had rather rely on my own materials	2	7.15
Didn't know how to acquire materials	6	21.42
Lack of time to survey my needs	2	7.15
Unaware how materials could be utilized	5	17.85
Felt that it would take too long to receive materials	4	14.28
No response	. .	. .
Total	28	

Note: Some respondents gave more than one reason. The percentages were calculated on 28 responses as to reasons.

Approximately 39 percent of the reasons given for not requesting materials was those of unawareness of availability of materials.

The responding Directors and Assistant Directors responded as to what they thought the most effective method of disseminating or distributing materials would be. The methods were rated on a scale of one through five, with five representing the highest value, as shown in Table XXVII.

TABLE XXVII

THE MOST EFFECTIVE METHOD OF DISSEMINATING AND DISTRIBUTING CCU MATERIALS

Method	Number Responding	Not Responding	Rating 1 - 5
Send it through the mail	31	22	3.39
Notify teachers of its availability and permit them to order it	36	17	3.97
Call regional conferences, demonstrate its use, and distribute it at the conference	36	17	4.09
Distribute materials without demonstration at conferences called for other purposes	36	17	2.17

The Directors and Assistant Directors felt that the best method by which the CCU could distribute or disseminate materials was by calling regional conferences, demonstrate

the use of the material, and distribute it at the conference; the least effective method was to be that of distributing materials without demonstration at conferences called for other purposes.

The Directors and Assistant Directors responded to a statement concerning the person or persons, in their opinion, that has/have the most important role in vocational curriculum development. Fifty-one percent of the respondents stated that they thought the CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development, as shown in Table XXVIII.

Approximately 51 percent of the Directors and Assistant Directors feel that the CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development. Twenty percent of the respondents listed <u>others</u> and under specification described the basic curriculum development as being as a function involving craft committees along with local teachers.

Approximately 67 percent of the Directors and Assistant Directors felt that they needed more information about the services rendered by the CCU. The following comment totals are representative of the types of specific information that is needed:

What is the CCU supposed to do and how could local people help	2
All services that are available	13
A printed brochure of what is available	8

Some respondents answered yes for more information, but did not specify what kind of information.

TABLE XXVIII

PERSON OR PERSONS WHO HAVE/HAS THE MOST IMPORTANT ROLE IN CURRICULUM DEVELOPMENT AS PERCEIVED BY DIRECTORS AND ASSISTANT DIRECTORS

Curriculum Developer or Developers	Number	Percentage
CCU program specialist	0	0.00
Teacher trainer	0	0.00
State supervisor	6	11.96
CCU program specialist and state supervisor	0	0.00
CCU program specialist and teacher trainer	5	9.80
State supervisor and teacher trainer	2	3.92
CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development	26	50.98
Other	10	19.62
No response	2	3.92
Total	51	

Approximately 35 percent of the Directors and Assistant Directors stated that they had attended workshops in which the CCU had participated in some manner. In reporting

on the quality of workshops, the majority of the Directors and Assistant Directors rated them as good or excellent in quality. For the improvement of workshops the following recommendations were given:

More handout sheets

A summation of the workshop sent to the people who attend

More workshops

Make workshops relevant to the needs

Smaller groups involved in workshops

Better pre-planning

Workshops planned by different areas

In reference to a semi-annual publications list from the CCU, approximately 67 percent of the Directors and Assistant Directors felt that a semi-annual publications list prepared by the CCU would be of great value, as shown in Table XXIX..

Directors and Assistant Directors were asked to rate various methods by which they felt the CCU could improve its services. On a scale of one to five, with five representing the highest value and one representing the lowest value, the methods and ratings are shown in Table XXX.

The method receiving the highest rating was that of conducting meetings with teachers, local directors, CCU staff, state staff to set curriculum development priorities, while the lowest rated method was that of conducting work-

shops at CCU headquarters.

TABLE XXIX

THE VALUE OF A SEMI-ANNUAL PUBLICATIONS LIST OF CCU MATERIALS AS PERCEIVED BY DIRECTORS AND ASSISTANT DIRECTORS

Value	Number	Percentage
Great value	34	66.66
Valuable	12	23.53
Little value	3	5.89
No value	0	0.00
No response	2	3.92
Total	51	

Forty-one percent of the Directors and Assistant Directors stated that they had utilized the film library. Fifty-one percent stated that they had not utilized the film library, and the various reasons as given by the respondents for not utilizing the film library are as follows:

Didn't know there was a film library	10
Films are out-of-date	9
Need a list of films for all areas	3
No response	4

The two most often given reasons for not using the film library were: unawareness of film library and films

being out-of-date. Four individuals did not respond as to reasons why they did not use the film library.

TABLE XXX

METHODS BY WHICH THE CCU COULD IMPROVE ITS SERVICES AS PERCEIVED BY DIRECTORS AND ASSISTANT DIRECTORS

Methods of Improving Services	Number Responding	Rating 1 - 5 Low - High
By sending representatives into the local district to verify needs	45	3.33
By conducting workshops at CCU headquarters	43	2.68
By conducting workshops within different sections of the state	42	3.86
By conducting meetings with teachers, local directors, CCU staff, state staff to set curriculum development priorities	47	4.04

The following suggestions were given by the Directors and Assistant Directors for the improvement of services provided by the CCU:

Materials are not complete enough	2
Need to know more about services offered by the CCU	3
List of what is available--often	5
Speed up operation	1

Rely more on instructors	1
Spend vocational money on vocational education	1
More technical materials for Post Secondary	2
Update the seven-year-old curriculum guides	1
Have more workshops	1
Complete work that is begun in workshops--too many curriculum guides are still in discussion stage	2
Be more flexible	1
Incorporate teaching aids	1
People in CCU be more pleasant and cooperative	1
Let's find out what materials are available and get them out to the instructors	1
Need more staff in some areas	1
Better communications with schools	1

Twenty-five Directors and Assistant Directors gave further suggestions, and each is listed above.

Conclusions

1. Sixty-eight percent of the fifty-one Directors and Assistant Directors had requested materials directly from the CCU.

2. Approximately 49 percent of the Directors and Assistant Directors who requested materials received the materials in one to two weeks, while 20 percent of the remaining 51 percent felt that the five to six weeks or longer that it took for them to receive their requested materials was unreasonable.

3. Of individuals receiving materials, 22 percent gave the materials an overall rating of excellent, 38 percent gave an overall rating of good, and 28 percent rated the materials as poor.

4. Of the 57 percent who responded to adaptability ratings, 29 percent rated the received materials as excellent, 17 percent good, and 14 percent rated the adaptability as poor.

5. Nine percent of those requesting materials had attended a workshop conducted by the CCU, concerning various materials in vocational education.

6. The Directors and Assistant Directors, who requested materials, rated the materials as to preference, and the two types of materials that received the highest rating were teacher guides and course outlines; the type of material that received the lowest rating as to preference

was reprints of materials prepared elsewhere.

7. The 69 percent, of the fifty-one respondents, who did not request materials because of the following reasons: 40 percent was unaware of availability of materials; 21 percent didn't know how to acquire materials; 18 percent was unaware of how materials could be utilized; and 14 percent felt that would take too long to receive materials.

8. The Directors and Assistant Directors felt that the best method of disseminating materials was to call regional conferences, demonstrate its use and then distribute the material at the conference; the least effective method was felt to be that of distributing materials without demonstration at conferences called for other purposes.

9. Fifty-one percent of the Directors and Assistant Directors felt that the CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development, while approximately 20 percent of the remaining percentage felt that the craft committee should be involved in curriculum development.

10. Sixty-seven percent of the Directors and Assistant Directors stated that they needed more information about the services rendered by the CCU, with the most often stated being that of all services available.

11. Approximately 35 percent of the Directors and Assistant Directors stated that they had attended workshops

in which the CCU had participated; the majority of those attending rated the workshops as good or excellent in quality.

12. Ninety percent of the Directors and Assistant Directors felt that a semi-annual publications would be of great value or valuable.

13. The Directors and Assistant Directors felt that the best method by which the CCU could improve its services would be by conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum development priorities.

14. Fifty-one percent of the Directors and Assistant Directors stated that they had utilized the film library; 49 percent stated that they had not utilized the film library, the most often given reasons being: Unaware of film library, and films being out of date.

CHAPTER V

SECONDARY AND POST SECONDARY TECHNICAL INSTRUCTORS

This chapter is devoted to the Secondary and Post Secondary Technical instructors. A total of seventy-three Technical instructors returned questionnaires. Each responded as to whether or not he had requested materials assistance directly from the CCU, as shown in Table XXXI.

TABLE XXXI

NUMBER OF TECHNICAL INSTRUCTORS REQUESTING MATERIALS DIRECTLY FROM THE CCU

		Yes	No
Have you ever directly requested any type of assistance in the form of materials directly from the CCU?		13	56
Total	69	13	56

Of the total number responding, approximately 19 percent had requested materials directly from the CCU. Approximately 81 percent of the technical instructors had never requested any material directly from the CCU.

Of the 19 percent of the total who had requested

materials, all 19 percent responded to the length of time that it took for them to receive the requested materials as shown in Table XXXII.

TABLE XXXII

LENGTH OF TIME FOR TECHNICAL INSTRUCTORS TO RECEIVE MATERIALS REQUESTED

Length of Time	Number	Percentage
1-2 weeks	7	53.85
3-4 weeks	2	15.38
5-6 weeks	1	7.62
Longer than above	3	23.08
No response	0	. .
Total	13	

Approximately 54 percent of those that had requested materials received the materials within one to two weeks. Approximately 23 percent reported that it took longer than six weeks for them to receive the requested materials.

In reporting on the length of time that it took for them to received the requested materials, 77 percent felt that the length of time that it took for them to receive the materials was reasonable. The remaining 23 percent felt that the time element was unreasonable. The 23 percent, who did not feel that the time element for receiving the requested

materials was reasonable, did not receive the requested materials.

In response to why the materials were not received, the following reasons were given:

"There seems to be no interest in Post Secondary programs"

"They said they had nothing of any use to me"

"You tell me"

The individuals who received the requested materials were asked to give an overall rating on the materials received, as shown in Table XXXIII.

TABLE XXXIII

OVERALL RATING OF MATERIALS RECEIVED BY TECHNICAL INSTRUCTORS

Rating	Number	Percentage
Superior	0	0.00
Excellent	5	50.00
Good	3	30.00
Fair	2	20.00
Poor	0	0.00
No Response	0	0.00
Total	10	

Approximately 50 percent of those receiving materials gave the materials an overall rating of excellent; 30 percent gave an overall rating of good; and 20 percent gave the materials a fair rating.

On the adaptability or usability of the materials that were received, 50 percent felt that the adaptability of the materials was excellent; 40 percent felt that adaptability was good; and 10 percent felt that adaptability was fair, as shown in Table XXXIV.

TABLE XXXIV

ADAPTABILITY OF MATERIALS AS RATED BY TECHNICAL INSTRUCTORS

Adaptability	Number	Percentage
Superior	0	0.00
Excellent	5	50.00
Good	4	40.00
Fair	1	10.00
Poor	0	. .
Total	10	

Of the total number (thirteen) requesting materials, approximately 30 percent reported that they had attended a workshop conducted by the CCU. Forty percent of the Technical instructors who had requested materials had attended a workshop in which the CCU was given a portion of time to

distribute or dissiminate materials.

The Technical instructors who had requested materials were asked to rate the different kinds of material available, on a scale of one through five, with five representing the highest value. A zero, which was not used in rating averages, was used if the instructors were not familiar or aware of a certain type of material. The ratings of the various types of materials are shown in Table XXXV.

TABLE XXXV

RATINGS ON TYPES OF MATERIALS REQUESTED AND RECEIVED BY TECHNICAL INSTRUCTORS

Types of Materials	Number Responding	Number Familiar with Materials	Rating 1 - 5 Low - High
Teacher guides	10	10	3.90
Work sheets	9	8	3.37
Job sheets	9	7	4.11
Course outlines	9	9	3.56
Unit plans for student use	10	8	4.00
Program planning materials	10	9	3.10
Individual student learning materials	10	10	3.90
Reprints of materials prepared elsewhere	10	10	3.00
Subject matter materials	10	10	3.50

The ratings of the materials were averaged on the number of individuals who were familiar with a certain type of material. Above four point or above ratings, out of five point possible, were recorded on job sheets and unit plans for student use. The lowest rating was on reprints of materials prepared elsewhere.

The 81 percent of the sixty-nine respondents, who had never requested materials from the CCU, gave the following reasons for not requesting materials, as shown in Table XXXVI.

Fifty-three percent of the Technical instructors did not request materials because of unawareness of the availability of materials, and 23 percent were unaware of the procedures by which materials could be acquired.

The responding Technical instructors responded as to what they thought would be the most effective method of disseminating or distributing materials. The methods were rated on a scale of one through five, with five representing the highest value, as shown on Table XXXVII.

The Technical instructors rated notifying teachers of the availability of materials and allowing them to order the material if they desire as the best method of getting the materials out to the instructors. Demonstration and distribution of materials at regional conferences was rated as the second best method. Other methods that were mentioned other than those in Table XXXVII are as follows:

issue catalogs; make it available through school libraries.

TABLE XXXVI

REASONS WHY MATERIALS WERE NOT REQUESTED

Reasons	Number	Percentage
Was unaware of availability of materials	58	52.73
Had rather rely on my own materials	10	9.09
Was unaware of procedures by which materials are acquired	25	22.73
Had a lack of time to review my needs for materials	3	2.64
Unaware of methods in which materials could be utilized	8	7.27
Felt that it took too long a time for me to receive materials from the CCU	4	3.64
No materials in Technical fields	2	1.82

Note: Some respondents gave more than one reason.

The Technical instructors reacted to a statement concerning the person or persons in their opinion who has/have the most important role in vocational curriculum development. Thirty percent of the Technical instructors felt that they thought the CCU program specialist, teacher trainer, and state supervisor are all equally important in

curriculum development, as shown in Table XXXVIII.

TABLE XXXVII

THE MOST EFFECTIVE METHOD OF DISSEMINATING AND DISTRIBUTING CCU MATERIALS

Method	Number Responding	Not Responding	Rating 1 - 5 Low - High
Send it through the mail	55	14	3.11
Notify teacher of its availability and permit them to order it	61	8	4.26
Call regional conferences, demonstrate its use and distribute it at the conference	63	6	3.76
Distribute materials without demonstration at conference called for other purposes	45	24	1.95

Approximately 80 percent of the sixty-nine Technical instructors who returned questionnaires felt that they needed more information about the services rendered by the CCU. The following comment totals are representative of the types of specific information that is needed:

Catalog of materials available	2
List of devices required to present materials	1
Time required (approximate) for receipt of materials when requested	1

TABLE XXXVIII

PERSON OR PERSONS WHO HAVE/HAS THE MOST IMPORTANT ROLE IN CURRICULUM DEVELOPMENT AS PERCEIVED BY TECHNICAL INSTRUCTORS

Curriculum Developer or Developers	Number	Percentage
CCU Program Specialist	0	0.00
Teacher Trainer	9	13.04
State Supervisor	4	5.80
CCU Program Specialist and State Supervisor	2	2.89
CCU Program Specialist and Teacher Trainer	2	2.89
State Supervisor and Teacher Trainer	2	2.89
CCU Program Specialist, Teacher Trainer, and State Supervisor are all equally important in curriculum development	21	30.43
Instructor	9	13.04
Inservice teacher	1	1.45
Instructor-Craft Committee-Director	3	4.34
State Supervisor and Craft Committee	2	2.89
Teacher Trainer and Instructor	4	5.80
No response	10	14.49
Total	69	

Exactly what does CCU do	7
All types of information or materials available	22
Technical materials information	5
Material available by title and area	9
Method of acquiring materials	2
No comment listed	6

The most often mentioned type of information that was listed as being needed was "all types of information or materials available." Various other types were listed.

Approximately 16 percent (or eleven) of the sixty-nine technical instructors stated that they had attended workshops in which the CCU had participated in some manner. The instructors who attended workshops as mentioned above gave the workshops ratings as shown in Table XXXIX.

Approximately 28 percent of the instructors rated the workshops as excellent and 36 percent rated the workshops as good. Nine percent gave the workshops poor ratings and 28 percent gave the sorkshops fair ratings.

For the improvement of workshops, the following recommendations were given:

More workshops	7
Inform instructors of time and place	2
Be able to bring some materials home with us	1
No response given	1

TABLE XXXIX

RATINGS OF WORKSHOPS ATTENDED BY TECHNICAL INSTRUCTORS

Rating	Number	Percentage
Superior	0	0.00
Excellent	3	28.22
Good	4	36.36
Fair	3	28.22
Poor	1	9.09
Total	11	

In reference to a semi-annual publications list from the CCU, approximately 52 percent felt that a semi-annual publications list prepared by the CCU would be of great value, and approximately 44 percent felt that the list would be valuable. The results are shown in Table XL.

Technical instructors were asked to rate various methods by which they felt the CCU could improve its services. On a scale of one to five, with five representing the highest value and one representing the lowest value, the methods and ratings are shown in Table XLI.

The method receiving the highest rating was that of conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum development priorities. The method receiving the lowest rating was conducting work-

shops at the CCU headquarters.

TABLE XL

THE VALUE OF A SEMI-ANNUAL PUBLICATIONS LIST OF CCU MATERIALS AS PERCEIVED BY TECHNICAL INSTRUCTORS

Value	Number	Percentage
Great Value	36	52.17
Valuable	30	43.50
Little value	3	4.34
No value	0	. .
No response	0	. .
Total	69	

Six percent of the sixty-nine responding Technical instructors stated that they had utilized the film library. Ninety-four percent stated that they had not utilized the film library. The 94 percent gave the following reasons for not utilizing the film library:

Unaware of its existence	20
Nothing available in my field	6
Don't know what is available	19
Out-of-date films	4
Don't use films	1
Films aren't useful	1

Unaware of procedure to acquire materials 4

Takes too long to receive films 1

Note: Nine respondents did not give a reason for not utilizing the film library.

The two most often given reasons for not utilizing the film library were unaware of library's existence, and lack of knowledge of what is available.

TABLE XLI

METHODS BY WHICH THE CCU COULD IMPROVE ITS SERVICES AS PERCEIVED BY TECHNICAL INSTRUCTORS

Methods of Improving Services	Number Responding	Not Responding	Rating 1 - 5 Low - High
By sending representatives into the local districts to verify needs	56	13	3.48
By conducting workshops at the CCU Headquarters	55	14	2.71
By conducting workshops within different sections of the state	56	13	3.52
By conducting meetings with teachers, local directors, CCU Staff, State Staff to set curriculum development priorities	57	12	3.70

In making further suggestions for the improvement of services provided by the CCU, the following suggestions were given:

Realize that materials sent out on loan may sometimes get misplaced

Technical field materials are limited

Do something

Inform people about what you have

Badly need lab materials for building and construction

The unit could be of great service to these programs if they would go to work

Need Post Secondary technical materials

Our curriculum guide in technology is seven years old, has technology changed

Be informative and have workshops for all phases of instruction

Inform instructors as to services offered

Incorporate a good teaching aid area, films, transparencies, video equipment

Update film library

Feel that materials are often outdated

Keep up the good work

More public relations

Keep new teachers oriented

Let us know what you can do for us

Provide technical materials in the film libraries

Use the teachers in the field for which the curriculum is to be developed; rework old curriculum for needs

Each statement was taken directly from the suggestion section of the instrument.

Conclusions

1. Nineteen percent of the sixty-nine respondents had requested materials from the CCU.

2. Fifty-four percent of those requesting materials received the materials within one to two weeks; 23 percent reported that it took longer than six weeks; 77 percent felt that the length of time was reasonable, while 23 percent felt the time element was unreasonable.

3. Twenty-three percent of those requesting materials did not receive the materials.

4. The majority of those receiving materials gave the materials an overall rating; 50 percent rated the materials as excellent; 30 percent rated the materials as good; and 20 percent rated them as fair.

5. On adaptability or usability of the materials received, 50 percent felt that the adaptability was excellent; 40 percent felt that the adaptability was good; 10 percent rated adaptability as fair.

6. Of the total number requesting materials, 30 percent had attended a workshop conducted by the CCU; 40 percent had attended a workshop in which the CCU was given a portion of time.

7. The technical instructors receiving requested materials rated the job sheets highest and reprints of materials used elsewhere lowest.

8. The majority 81 percent of the sixty-nine

respondents who had never requested materials gave the following two reasons for not requesting materials: unaware of availability of materials, and unaware of procedures by which materials are acquired.

9. Technical instructors responding felt that the best method of disseminating and distributing CCU materials is to notify teachers of material availability and permit them to order it.

10. The highest percentage of the technical instructors felt that the CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development.

11. Eighty percent of the technical instructors felt that they needed more information about the CCU with the following statement receiving the most responses: all types of information or materials available.

12. Sixteen percent of the total sixty respondents stated that they had attended workshops in which the CCU had participated in some manner.

CHAPTER VI

COMPOSITE OF SECONDARY VOCATIONAL-TECHNICAL COMPLEXES

This chapter includes a composite of responses from the Secondary vocational complexes. The areas included in this chapter are: Trade and Industrial, Business and Office, Technical, Directors and Assistant Directors, Distribution and Marketing, and Agriculture personnel. A separate chapter was not completed on DMT and Agricultural personnel because of the limited number of responses of these areas from secondary vocational complexes.

Approximately 70 percent of the secondary vocational complexes returned the packet of questionnaires, which totaled 116 questionnaires. Each of the 116 responded as towhether or not materials had been requested directly from the CCU center, as shown in Table XLII.

Of the total number responding, approximately 66 percent had requested materials directly from the CCU. Approximately 34 percent of the secondary personnel had never requested any materials directly from CCU.

The 66 percent of those who requested materials responded to the length of time that it took for them to receive the requested materials as shown in Table XLIII.

TABLE XLII

NUMBER OF SECONDARY RESPONDENTS REQUESTING MATERIALS DIRECTLY FROM THE CCU

		Yes	No
Have you ever directly requested any type of assistance in the form of materials directly from the CCU?		77	39
Total	116	77	39

TABLE XLIII

LENGTH OF TIME FOR SECONDARY PERSONNEL TO RECEIVE MATERIALS REQUESTED

Length of Time	Number	Percentage
1-2 weeks	44	57.14
3-4 weeks	20	26.23
5-6 weeks	3	3.80
Longer than above	3	3.80
No response	7	9.09
Total	77	

Approximately 57 percent received the requested materials within one to two weeks, while approximately 26 percent received the requested materials within three to four weeks. There were approximately 4 percent who did not

receive materials within six weeks, with remaining percentages not responding to the item or not receiving materials.

In reporting on the length of time that it took for them to receive the requested materials, 83 percent felt that the length of time that it took for them to receive the materials was reasonable. Six percent felt that the time element for receiving materials was unreasonable, while 11 percent did not respond. Eight percent of the total percentage requesting materials did not receive their requested materials. The following reasons were given for not receiving the requested materials:

Materials were not completed	4
Too much detail	2
Not available	1

The individuals who received the requested materials were asked to give overall ratings on the materials received, as shown in Table XLIV.

Approximately 37 percent rated the materials as excellent, and 50 percent rated the materials as good, while approximately 8 percent rated the materials as fair, and 3 percent as poor. Those that gave poor ratings listed the following reasons for giving poor ratings: "No new ideas," and "not in usable forms."

On the adaptability or usability of the materials that were received, 30 percent rated the adaptability as

excellent, and 51 percent rated the adaptability as good. Approximately 17 percent rated the materials as fair, with no poor ratings being given, as shown in Table XLV.

TABLE XLIV

OVERALL RATING OF MATERIALS RECEIVED BY SECONDARY PERSONNEL

Rating	Number	Percentage
Superior	2	3.03
Excellent	24	36.48
Good	33	50.00
Fair	5	7.58
Poor	2	3.03
No response	. .	
Total	66	

Note: Percentages were figured only on the number of individuals who received materials for rating.

Of the total number requesting materials (seventy-seven), approximately 39 percent reported that they had attended a workshop conducted by the CCU. Forty-nine percent of the secondary personnel who had requested materials had attended a workshop in which the CCU was given a portion of time to distribute or disseminate materials.

TABLE XLV

ADAPTABILITY OF MATERIALS AS RATED BY SECONDARY PERSONNEL

Adaptability	Number	Percentage
Superior	1	1.59
Excellent	19	30.16
Good	32	50.79
Fair	11	17.62
Poor	0	0.00
Total	63	

The secondary personnel who had requested materials were asked to rate the different kinds of materials available on a scale of one through five, with five representing the highest value. A zero, which was not used in rating averages, was used if the instructors were not familiar or aware of a certain type of material. The ratings of the various types of materials are shown in Table XLVI.

The type of material that received the highest rating as to preference of materials by secondary personnel was course outlines. All materials received above the three point rating.

The 35 percent of the 116 respondents who had never requested materials from the CCU gave the following reasons for not requesting materials, as shown in Table XLVII.

TABLE XLVI

RATINGS ON TYPES OF MATERIALS AS TO PREFERENCE REQUESTED BY SECONDARY VOCATIONAL PERSONNEL

Types of Materials	Number Responding	Number Familiar with Materials	Rating 1 - 5 Low - High
Teacher guides	72	67	3.53
Work sheets	54	49	3.26
Job sheets	53	48	3.48
Course outlines	57	54	4.33
Unit plans for student use	50	40	3.65
Program planning materials	47	43	3.95
Individual student learning materials	59	52	3.85
Reprints of materials prepared elsewhere	49	46	3.43
Subject matter materials	58	53	3.69

Note: The zeroes of the respondents who were not familiar with the materials was not calculated in securing rating averages.

The two most often given reasons for not requesting materials were: "unaware of the availability of materials," and "unaware of procedures by which materials are acquired.

TABLE XLVII

REASONS WHY MATERIALS WERE NOT REQUESTED

Reasons	Number	Percentage
Unaware of the availability of materials	26	49.05
Rather rely on my own materials	8	15.09
Unaware of procedures by which materials are acquired	11	20.75
Lack of time to review my needs for materials	3	5.68
Unaware of methods in which materials could be utilized	2	3.77
Felt that it took too long a time for me to receive materials from CCU	3	5.68

Note: Some of the thirty-nine respondents who had not requested material gave more than one reason. Percentages were calculated on total reasons given.

The responding secondary personnel responded as to what they thought would be the most effective method of disseminating or distributing materials. The methods were rated on a scale of one through five, with five representing the highest value and one the lowest value, as shown in Table XLVIII.

TABLE XLVIII

THE MOST EFFECTIVE METHOD OF DISSEMINATING AND/OR DISTRIBUTING CCU MATERIALS

Method	Number Responding	Not Responding	Rating 1 - 5 Low - High
Send it through the mail	93	23	3.44
Notify teachers of its availability and permit them ot order it	97	19	4.03
Call regional conferences, demonstrate its use and distribute it at the conference	90	26	3.73
Distribute materials without demonstration at conferences called for other purposes	82	34	2.13
Other	10	. .	. .

The secondary vocational complex personnel rated the method of "notifying the teachers of its availability and permitting them to order it" highest. The lowest rated method was that of "distributing materials without demonstration at conferences called for other purposes."

The secondary vocational complex personnel reacted to a statement concerning the person or person who has/have the most important role in vocational curriculum development. Approximately 46 percent of the secondary personnel felt that

the CCU program specialist, teacher trainer and state supervisor are all equally important in curriculum development, as shown in Table XLIX. The other choices were rather equally distributed.

TABLE XLIX

PERSON OR PERSONS WHO HAS/HAVE THE MOST IMPORTANT ROLE IN CURRICULUM DEVELOPMENT AS PERCEIVED BY SECONDARY VOCATIONAL PERSONNEL

Curriculum Developer or Developers	Number	Percentage
CCU program specialist	8	6.89
Teacher trainer	9	7.76
State supervisor	4	3.45
CCU program specialist and state supervisor	5	4.31
CCU program specialist and teacher trainer	9	7.75
State supervisor and teacher trainer	7	6.03
CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development	53	45.69
Instructor	10	8.63
Instructor, craft committee	5	4.31
No response	6	5.17
Total	116	

Approximately 54 percent of the 116 secondary personnel who returned questionnaires felt that they needed more information about the services rendered by the CCU. The following comment totals are representative of the types of specific information stated as being needed.

Materials available	24
Up to date films	2
All types of information about CCU	2
A listing of services available	5
More subject matter materials	1
Occupational orientation	1
Personal attention	1
When and where workshops are held	1
Teacher guides, unit plans for student use	3
Regional meetings	1
Material in Trade and Industry	3
Job sheets and new course outlines	3

Note: Approximately fifteen of those stating that they needed information did not give any type of information needed.

The most often mentioned type of information that was listed as being needed was that the personnel needed to know what materials are available.

Approximately 40 percent, or forty-six of the 116 who returned questionnaires, had attended a workshop or workshops in which the CCU had participated in some manner. The

secondary personnel who attended workshops as mentioned above gave the workshops ratings as shown in Table L.

TABLE L

RATINGS OF WORKSHOPS ATTENDED BY SECONDARY VOCATIONAL PERSONNEL

Rating	Number	Percentage
Superior	5	10.87
Excellent	17	37.18
Good	18	39.13
Fair	1	2.18
Poor	2	4.35
No response	3	6.52
Total	46	

Thirty-seven percent rated the workshops as excellent; 39 percent rated the workshops as good. Four percent rated the workshops as poor.

For the improvements of workshops, the following recommendations were given:

Have more workshops	12
Material relevant to workshops	4
More information on teacher aids	2
Workshops for Trade and Industrial instructors	2

Prepare and organize the workshops	3
Some panel discussions	1
More and better participants	1
Use up-to-date information	3
More handouts	3
Notify instructors about the workshops	4
Please don't make them reading classes	1
Use teachers who have been in the classroom	1
Have them in different sections of state	1
Use industry	1
Hold workshops on weekends	1
Smaller group meetings	2

In reference to a semi-annual publications list from the CCU, approximately 42 percent of the 116 initial secondary respondents felt that a semi-annual publications list would be of great value; 35 percent felt that such a list would be valuable, as shown in Table LI.

Secondary vocational personnel were asked to rate various methods by which they felt the CCU could improve its services. On a scale of one through five, with five representing the highest value and one representing the lowest value, the methods and ratings are shown in Table LII.

TABLE LI

THE VALUE OF A SEMI-ANNUAL PUBLICATIONS LIST OF CCU MATERIALS AS PERCEIVED BY SECONDARY VOCATIONAL PERSONNEL

Value	Number	Percentage
Great Value	55	47.42
Valuable	40	34.48
Little Value	5	4.31
No Value	0	0.00
No Response	16	13.80
Total	116	

The responses of the secondary vocational personnel indicated, by a 4.47 rating, that the best method by which they felt the CCU could improve its services was by conducting meetings with teachers, local directors, CCU staff, and state staff to set curriculum priorities. The method that received the lowest rating (2.97) was by conducting workshops at the CCU headquarters.

Approximately 66 percent of the secondary vocational personnel stated that they had utilized the film library, while approximately 30 percent stated that they had not utilized the film library, and 6 percent of the total number (116) did not respond to the item. The following reasons were given by the 30 percent, who have not utilized

the film library, as reasons for non-usage:

Can't get films when we need them	5
Films out-of-date	6
Unaware of film library	6
Don't have a list of films	3
Having to pay for unavoidable damage	2

Note: Not all of the individuals who listed non-usage gave reasons for non-usage.

TABLE LII

METHODS BY WHICH THE CCU COULD IMPROVE ITS SERVICES AS PERCEIVED BY SECONDARY INSTRUCTORS

Methods of Improving Services	Number Responding	Not Responding	Rating 1 - 5 Low - High
By sending representatives into the local districts to verify needs	71	45	3.23
By conducting workshops at the CCU head-quarters	69	47	2.97
By conducting workshops within different sections of the state	82	34	3.68
By conducting meetings with teachers, local directors, CCU staff, state staff, to set curriculum development priorities	80	36	4.47

In making further suggestions for the improvement of services rendered or provided by the CCU, the following suggestions were given:

Make a list of materials available to teachers	1
So far--so good	1
Obtain classroom aids for teachers	1
Keep us more informed about your plans and work	1
Publish the projects you accept while in demand	2
Doing a great job	1
Workshops that pay	1
Make materials available without request	1
Enlarge staff in vocational division	3
Services are good, but need more films	1
Let us know what CCU is or does	4
Prepare instructional materials for each unit within a block so that it may be taught at time there is a job available within the unit	1
People in CCU be more cooperative	1
Send more information about future reports that will be required and if we get this on a permanent basis	1
More study guides for coordination	1
Set priorities and follow them	1
Let teachers take an active part in your work	1

These suggestions were taken from the questionnaires. Not all of the initial 116 secondary vocational personnel made suggestions.

Conclusions

1. Sixty-six percent of the total number of respondents had requested materials directly from the CCU.

2. Fifty-seven percent of those requesting materials received the materials within one to two weeks; 26 percent received the requested materials within three to four weeks, while 4 percent did not receive the requested materials within six weeks.

3. Six percent of those requesting materials felt that the time element for receiving materials was unreasonable; 8 percent of those requesting materials did not receive the materials; and the most often stated reason for not receiving the materials was incompleteness of materials.

4. Approximately 86 percent of those receiving materials rated the materials overall from good to excellent, with 3 percent rating the materials as poor.

5. Approximately 80 percent of the individuals receiving materials rated the adaptability of the materials from good to excellent; approximately 18 percent gave the adaptability ratings as fair.

6. Of the total number requesting materials (eighty-seven) approximately 39 percent reported that they had attended a workshop conducted by the CCU, while 49 percent of the secondary personnel who had requested materials had attended a workshop in which the CCU was given a portion of time to distribute materials.

7. The secondary vocational personnel rated course outlines highest as to preference with a 4.33 rating on a five point scale; all materials received above three point ratings as to preference.

8. The most often given reason for not requesting materials is an unawareness of the availability of materials, with the next most often given reason being an unawareness of procedures by which materials are acquired.

9. The secondary personnel felt that the most effective method of disseminating or distributing CCU materials is that of notifying teachers of material availability and permitting them to order it.

10. The secondary vocational personnel highly favored the idea that the CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development.

11. In response to additional information, 54 percent of the total respondents reported that they needed more information about the services rendered by the CCU, with the requested item being of knowing what materials are available.

12. Approximately 40 percent of the 116 respondents had attended a workshop or workshops in which the CCU had participated in some manner; the ratings of the workshops were: approximately 11 percent rated the workshops as superior, 37 percent excellent, 39 percent good, and 4 percent poor.

13. The most often given method by which workshops could be improved was by having more workshops.

14. Approximately 82 percent stated that a semi-annual publications list of CCU materials would be valuable or of great value.

15. The secondary vocational personnel felt that the best method by which the CCU could improve its services was by conducting meetings with teachers, local directors, CCU staff, to set curriculum development priorities.

16. Approximately 66 percent of the total respondents (116) have utilized the film library; the 30 percent who have not utilized it gave the following reasons: can't get films when they needed them, films out-of-date, and unaware of film library.

17. Respondents gave further suggestions for the CCU, as shown in the body of the paper.

CHAPTER VII

COMPOSITE OF POST SECONDARY VOCATIONAL-TECHNICAL COMPLEXES

This chapter includes a composite of responses from the Post Secondary complexes. The areas included in this chapter are: Trade and Industrial, Business and Office, Technical, Directors and Assistant Directors, DMT, and Agricultural personnel. A separate chapter was not completed on DMT and Agricultural personnel because of the limited number of responses of these areas from Post Secondary vocational complexes.

Approximately 80 percent of post secondary vocational complexes returned the packets of questionnaires. The total number of responses from post secondary vocational complexes was 251.

Each of the 251 responded as to whether or not materials had been requested directly from the CCU center, as shown in Table LIII.

Of the total number responding, approximately 33 percent of the post secondary vocational personnel had requested materials directly from the CCU. Approximately 67 percent of the post secondary personnel had never requested any materials directly from the CCU.

TABLE LIII

NUMBER OF POST SECONDARY RESPONDENTS REQUESTING MATERIALS DIRECTLY FROM CCU

		Yes	No
Have you ever directly requested any type of assistance in the form of materials directly from the CCU?		83	168
Total	251	83	168

The 33 percent of those who requested materials responded to the length of time that it took for them to receive the requested materials, as shown in Table LIV.

TABLE LIV

LENGTH OF TIME FOR POST SECONDARY TO RECEIVE MATERIALS REQUESTED

Length of Time	Number	Percentage
1-2 weeks	44	53.01
3-4 weeks	14	16.86
5-6 weeks	8	9.64
Longer than above	17	20.48
No response	0	
Total	83	

Approximately 53 percent received the requested materials within one to two weeks; approximately 17 percent received materials within three to four weeks, while 21 percent stated that it took longer than six weeks.

In reporting on the length of time that it took for them to receive the requested materials, 80 percent felt that the length of time that it took for them to receive the materials was reasonable. Twenty percent felt that the time element for receiving materials was unreasonable. Nineteen percent of the total percentage requesting materials did not receive the requested materials. The following reasons were given for not receiving the requested materials:

Material wasn't completed; part of material was sent	4
Not available or being reviewed	5
Machine shop materials incomplete	1
No work in farm mechanics	1
Out of stock	1
There seems to be no interest in post secondary programs	1
That is what I would like to know	2
No reason given	1

The individuals who received the requested materials were asked to give overall ratings on the materials received, as shown in Table LV.

TABLE LV

OVERALL RATING OF MATERIALS RECEIVED
BY POST SECONDARY PERSONNEL

Rating	Number	Percentage
Superior	0	0.00
Excellent	20	24.10
Good	37	44.58
Fair	9	10.84
Poor	13	15.66
No Response	4	4.82
Total	83	

Note: Some of the individuals who did not receive some of the requested materials gave ratings on materials (approximately twelve).

Approximately 69 percent rated the materials from good to excellent. Sixteen percent gave the following reasons for giving poor ratings: Not enough material (three); outdated materials was given by ten of the respondents for poor ratings.

On the adaptability or usability of the materials that were received, 72 individuals rated adaptability of materials. Sixty-seven of the respondents stated that they had received the requested materials; however, only sixty-two gave such ratings, as shown in Table LVI.

TABLE LVI

ADAPTABILITY OF MATERIALS AS RATED
BY POST SECONDARY PERSONNEL

Adaptability	Number	Percentage
Superior	0	0.00
Excellent	16	25.81
Good	37	59.68
Fair	7	11.29
Poor	12	19.35
Total	62	

Of the total number requesting materials (eighty-three) approximately 25 percent of that number had attended a workshop conducted by the CCU. Forty-two percent of the total number requesting materials had attended a workshop in which the CCU was given a portion of time to distribute or disseminate materials.

The post secondary personnel who had requested materials were asked to rate the different kinds of materials available as to preference on a scale of one through five, with five representing the highest value. A zero, which was not used in rating averages, was used if the individual was not familiar with that or aware of that type of material. The ratings of the various types of materials are shown in Table LVII.

TABLE LVII

RATINGS ON TYPES OF MATERIALS, AS TO PREFERENCE, REQUESTED BY POST SECONDARY PERSONNEL

Types of Materials	Number Responding	Number Familiar with Materials	Rating 1 - 5 Low - High
Teacher guides	70	62	3.69
Work sheets	63	50	3.64
Job sheets	63	51	3.51
Course outlines	71	66	3.80
Unit plans for student use	64	49	3.72
Program planning materials	67	53	3.53
Individual student learning materials	66	48	3.77
Reprints of materials prepared elsewhere	64	46	3.54
Subject matter materials	71	56	3.55

The type of material that received the highest rating as to preference of materials by post secondary personnel was course outlines, with job sheets receiving the lowest rating. All materials received 3.0 or better rating.

The 67 percent of the 251 respondents who had never requested materials from the CCU gave the following reasons for not requesting materials, as shown in Table LVIII.

TABLE LVIII

REASONS WHY MATERIALS
WERE NOT REQUESTED

Reasons	Number	Percentage
Unaware of the availability of materials	171	57.19
Rather rely on my own materials	25	8.36
Unaware of procedures by which materials are acquired	57	19.36
Lack of time to review my needs for materials	14	4.61
Unaware of methods in which the materials could be utilized	18	6.36
Felt that it took too long a time for me to receive materials from CCU	14	4.61

Note: Some of the 163 who had not requested materials gave two reasons. Percentages were calculated on total reasons given.

The two most often given reasons for not requesting materials were unawareness of the availability of materials, and unaware of procedures by which materials are acquired.

The responding post secondary personnel responded as to what they thought would be the most effective method of disseminating or distributing materials. The methods were rated on a scale of one through five, with five repre-

senting the highest value and one the lowest value, as shown in Table LVIX.

TABLE LVIX

THE MOST EFFECTIVE METHOD OF DISSEMINATING AND/OR DISTRIBUTING CCU MATERIALS

Method	Number Responding	Not Responding	Rating 1 - 5 Low - High
Send it through the mail	202	49	3.34
Notify teachers of its availability and permit them to order it	221	30	4.07
Call regional conferences, demonstrate its use and distribute it at the conference	209	42	3.60
Distribute materials without demonstration at conferences called for other purposes	197	54	2.16

The post secondary vocational complex personnel gave the highest rating to the method, "of notifying the teachers of the availability of material and permitting them to order it if they so desire." The method that received the lowest rating was "distributing materials without demonstration at conferences called for other purposes."

The post secondary vocational complex personnel reacted to a statement concerning the person or persons who has/have the most important role in vocational curriculum development, as shown in Table LX.

TABLE LX

PERSON OR PERSONS WHO HAS/HAVE THE MOST IMPORTANT ROLE IN CURRICULUM DEVELOPMENT AS PERCEIVED BY POST SECONDARY VOCATIONAL PERSONNEL

Curriculum Developer or Developers	Number	Percentage
CCU program specialist	8	3.70
Teacher trainer	28	12.96
State supervisor	13	6.02
CCU program specialist and state supervisor	4	1.85
CCU program specialist and teacher trainer	9	4.16
State supervisor and teacher trainer	10	4.63
CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development	97	44.91
Teacher and craft committee	6	2.78
Instructor	11	5.05
Instructors, directors, and craft committee	4	1.85
Directors	4	1.85

TABLE LX--Continued

Curriculum Developer or Developers	Number	Percentage
State supervisor, CCU program specialist, local director, and teacher in the program	1	.46
Industry's employment requirements	5	2.32
State supervisor and craft committee	1	.46
CCU program specialist	1	.46
Teacher trainer and industry	2	.92
Other	12	5.56
Total	216	

Note: Percentage calculated is based on total number of responses listed within Table LX.

Approximately 45 percent of the post secondary vocational respondents felt that the CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development, while approximately 13 percent felt that the teacher trainer had the most important role in curriculum development.

Approximately 72 percent of the 251 post secondary personnel who returned questionnaires felt that they needed more information about the services rendered by the CCU.

The following comment totals are representative of the types of specific information that was stated as being needed:

Books and visual aids	1
More information on what is available in each field	72
Remedial studies materials	1
Brochures explaining resources, services and functions available through CCU	40
All types of information or general	34
Technical materials	2
Teacher guides and work sheets	1
Planning materials and materials prepared elsewhere	3
An annual meeting at MSU with other instructors in my field	1
When will machine shop materials be furnished	1
Workshops about materials	1
Procedures for acquiring materials	6
Contact	1
Other, who stated that they needed needed more information, but did not list a suggestion	16

The three basic types or kinds of information listed in order of preference by post secondary vocational personnel are as follows: (1) More information about what is available in each field; (2) Brochures explaining resources

and services available through the CCU; (3) all types of general information. Approximately 81 percent of those that gave types of information needed gave one of the above listed types.

Approximately 24 percent of the 260 post secondary vocational personnel who responded to the question had attended a workshop in which the CCU had participated in some manner.

The post secondary personnel who attended the workshops mentioned above gave the workshops ratings as shown in Table LXI.

TABLE LXI

RATINGS OF WORKSHOPS ATTENDED BY POST SECONDARY PERSONNEL

Rating	Number	Percentage
Superior	5	10.20
Excellent	14	28.36
Good	19	38.78
Fair	8	16.32
Poor	3	6.12
No Response	0	0.00
Total	49	

Approximately 10 percent gave the workshops a superior rating; 28 percent gave excellent ratings on the workshops, with 39 percent giving good ratings. Six percent gave the workshops poor ratings.

For the improvement of workshops, the following recommendations were given:

Have them more often	12
Excellent program--informative--but need more leadership	1
A meeting at the state level with industrial committees, teachers, and state staff	2
More workshops in technical curriculum	1
Workshops for printing industry	1
Workshops by groups usually turn out substandard material	1
Notify us when to attend	2
Improvement in course analysis and content	1
Have them (the workshops) at different junior college campuses	2
Doing a good job	4
More material to be given out	1
I have never heard of one	3
Better organized workshops	1
General information on each area's problems	1
Get rid of bureaucrats	1

Have the workshops in the summer	2
More coordination of state personnel	1
Let teachers participate more	3
A summation of the workshops sent to the people who attend and some conclusions reached	1

In reference to a semi-annual publications list from the CCU, approximately 48 percent of the total respondents (251), felt that a semi-annual publications list would be of great value; 38 percent of the total felt that such a list would be valuable, as shown in Table LXII.

TABLE LXII

THE VALUE OF A SEMI-ANNUAL PUBLICATIONS LIST OF CCU MATERIALS AS PERCEIVED BY POST SECONDARY PERSONNEL

Value	Number	Percentage
Great Value	120	47.82
Valuable	94	37.45
Little Value	10	3.98
No Value	3	1.16
No Response	24	9.57
Total	251	

Post secondary vocational personnel were asked to rate various methods by which they felt the CCU could improve its services on a scale of one through five, with five representing the highest value and one representing the lowest value; the methods and ratings are shown in Table LXIII.

TABLE LXIII

METHODS BY WHICH THE CCU COULD IMPROVE ITS SERVICES AS PERCEIVED BY POST SECONDARY INSTRUCTORS

Methods of Improving Services	Number Responding	Not Responding	Rating 1 - 5 Low - High
By sending representatives into the local districts to verify needs	189	62	3.23
By conducting workshops at the CCU headquarters	192	58	2.89
By conducting workshops within different sections of the state	195	56	3.55
By conducting meetings with teachers, local directors, CCU staff, state staff, to set priorities	206	45	3.81

The method that received the highest rating was "by conducting meetings with teachers, local directors,

CCU staff, state staff to set priorities." The lowest rating was given to the method, "by conducting workshops at the CCU headquarters."

Approximately 20 percent of the post secondary personnel stated that they had utilized the film library, while approximately 74 percent stated that they had not used the film library; 6 percent did not respond to the item. The following reasons were given by the 74 percent for not utilizing the film library:

Unaware of film library	73
Don't know what is available	32
No films that I felt I could use	2
Films are out-of-date	6
Films are not adequate for my area	7
I don't have a projector for films	2
Haven't had time to pursue it	3
Unable to schedule films when needed	1
Didn't know how to obtain films	2
Takes too long to receive films	2
No drafting films	4
Utilize my own films	1
Too much trouble	4

The majority of those relating reasons for non-usage gave the following two reasons: (1) Unaware of film library and (2) Don't know what is available.

In making further suggestions for the improvement of services rendered by the CCU, the following suggestions were given:

Need information on what is available	12
Get some new ACR materials and let us know about them	1
Please visit the local areas and see what we need	1
Spend vocational money on vocational ed.	1
Update your film lab	5
Have workshops for all phases of instruction	1
Develop up-to-date materials	1
Let us know what CCU is	7
Move to a location so that utilization will be more effective and so that more teachers and directors may be involved	1
Let people know what is available and how to use it for profitable gain	1
Do something	1
Summer workshops	1
Please inform public about CCU	3
Related subjects materials	1
Materials are rather incomplete	1
Keep up your good work	1
Do the best you can with what you have to do with	1

Get us some building trade and construction materials	1
Complete what you start--some workshops materials are long overdue	1
Rely more on instructors	1
Employ specialist for each trade	1
Machine shop materials needed	1
Work in the right way	1
You concentrate too much on secondary program--our curriculum guide is seven years old	1
Be flexible, but meet the local schools' needs	1
Incorporate a teaching aid area	1
Do some farm mechanic materials	
Yes--just quality material in a quality form	1
Orient new teachers about your services	1

The suggestions were taken directly from the questionnaires. Some of the individuals returning questionnaires did not respond to the item.

Conclusions

1. Approximately 33 percent of post secondary personnel who returned questionnaires had requested materials directly from the CCU.

2. Approximately 53 percent of those who requested materials received the materials within one to two weeks, while 21 percent stated that it took longer than six weeks.

3. Twenty percent of those requesting materials felt that the time element for receiving materials was unreasonable; 80 percent felt that the time element was reasonable.

4. Approximately 69 percent of those receiving materials gave the materials good to excellent ratings, while 16 percent gave poor ratings basically because of outdated materials.

5. Approximately 75 percent of the individuals rated the adaptability of the materials from good to excellent, while 19 percent gave a poor rating on adaptability.

6. Of the total number requesting materials (eighty-three) 25 percent of that number stated that they had attended a workshop conducted by the CCU; 42 percent stated that they had attended a workshop in which the CCU was given a portion of time to disseminate or distribute materials.

7. Post secondary vocational personnel rated course outlines highest as to preference as to type of

material. All listed materials received ratings from 3.51 to 3.80.

8. The most often given reason for those not requesting materials (approximately 67 percent of 251) was unawareness of availability of materials.

9. The post secondary vocational personnel felt that the most effective method of distributing materials was to notify teachers of its availability and permit them to order it.

10. Post secondary vocational personnel felt the CCU program specialist, teacher trainer and state supervisor were all equally important in curriculum development.

11. Seventy-two percent of the post secondary vocational personnel felt that they needed more information about the services of the CCU. The recommendation most often given was "we need more information about what is available in each field."

12. Approximately 24 percent of the 206 post secondary vocational personnel who returned questionnaires had attended a workshop in which the CCU had participated in some manner; approximately 67 percent rated these workshops from good to excellent, and 6 percent rated them poor.

13. The most often given method of improving workshops was to have them more often.

14. Approximately 85 percent of the post secondary vocational personnel felt that a semi-annual publications

list of CCU materials would be from valuable to great value.

15. The post secondary personnel rated the conducting of workshops in different sections of the state highest, as a method of improving services, and conducting workshops at CCU headquarters lowest.

16. Twenty percent of the total (251) stated that they had utilized the film library. The two major reasons for non-usage is unawareness of film library, and lack of knowledge about what is available.

CHAPTER VIII

MATERIALS SENT WITHOUT REQUEST TO POST SECONDARY AND SECONDARY VOCATIONAL PERSONNEL

Post Secondary

Approximately 25 percent of the total number of post secondary respondents who returned questionnaires (251) stated that materials had been sent to them without their requesting them. Approximately 52 percent of those receiving unrequested materials were aware that the materials were being sent to them. The 52 percent who were aware that the materials were being sent were made aware that the materials were being sent by the following ways, shown in Table LXIV. As shown in Table LXIV, there were various methods by which post secondary personnel were made aware that certain materials were being sent.

The individuals who received materials without requesting them gave the materials overall ratings as shown in Table LXV.

Approximately 56 percent rated the materials as good, while 3 percent rated the materials as poor. Six individuals did not respond to the item.

TABLE LXIV

BY WHOM WERE INDIVIDUALS RECEIVING UNREQUESTED MATERIALS INFORMED

Method	Number	Percentage
I attended a workshop concerning the diffusion or distribution of materials	18	28.57
A co-worker informed me	8	12.72
The local director, assistand director or state supervisor informed me	19	30.16
By personal correspondence or telephone contact with CCU	6	9.52
Other	5	7.94
No response	7	11.11
Total	63	

TABLE LXV

OVERALL RATINGS ON MATERIALS BY POST SECONDARY PERSONNEL WHO WERE SENT MATERIALS WITHOUT REQUESTS BEING MADE

Rating	Number	Percentage
Superior	2	3.18
Excellent	9	14.30
Good	35	55.56
Fair	9	14.30
Poor	2	3.18
No Response	6	9.52
Total	63	

The types and ratings of types of materials as to preference by these respondents are shown in Table LXVI.

TABLE LXVI

RATINGS ON TYPES OF MATERIALS AS TO PREFERENCE

Ratings on Types of Materials	Number Giving Rating	Rating 1 - 5 Low - High
Teacher guides	58	3.12
Work sheets	60	3.02
Job sheets	55	3.62
Course outlines	61	3.77
Unit plans for student use	59	3.31
Program planning materials	59	3.51
Individual student learning materials	58	2.81
Reprints of materials prepared elsewhere	56	3.68
Subject matter materials	57	3.54

The materials that received the highest rating was course outlines, while all materials received 3.0 or better ratings except individual student learning materials, which received a 2.81.

Secondary

Forty-six of the total number of secondary respondents who returned questionnaires (116) stated that materials had been sent to them without their requesting them. Approximately 67 percent of those receiving unrequested materials were aware that materials were being sent to them. The 67 percent who were aware that materials were being sent were made aware that the materials were being sent by the following ways:

TABLE LXVII

WHO INFORMED THE INDIVIDUALS THAT MATERIALS WERE BEING SENT

Method	Number	Percentage
I attended a workshop concerning the diffusion of materials	10	32.26
A co-worker informed me	4	12.57
The local director, assistant director, or state supervisor informed me	11	35.49
By personal correspondence or telephone contact with CCU	6	19.36
Total	31	

As shown in Table LXVII, there were various methods by which secondary personnel were made aware that certain

materials were being sent.

The individuals who received materials without requesting them gave the materials overall ratings, as shown in Table LXVIII.

TABLE LXVIII

OVERALL RATINGS ON MATERIALS BY SECONDARY PERSONNEL WHO WERE SENT MATERIALS WITHOUT REQUESTS BEING MADE

Rating	Number	Percentage
Superior	4	8.69
Excellent	15	32.61
Good	21	45.65
Fair	6	13.04
Poor	0	0.00
Total	46	

Approximately 78 percent of those receiving materials, without specific requests being made, rated the materials from good to excellent. Thirteen percent rated the materials as fair.

The types and ratings of types of materials as to preference by these individuals are shown in Table LXIX.

TABLE LXIX

RATINGS ON TYPES OF MATERIALS
AS TO PREFERENCE

Ratings on Types of Materials	Number Giving Rating	Rating 1 - 5 Low - High
Teacher guides	46	4.09
Work sheets	46	3.61
Job sheets	46	3.09
Course outlines	46	4.06
Unit plans for student use	38	3.61
Program planning materials	42	3.82
Individual student learning materials	46	4.15
Reprints of materials prepared elsewhere	44	3.48
Subject matter materials	46	3.69

The materials receiving the highest rating as to preference were teacher guides, course outlines, and individual student learning materials. The lowest rating was received on job sheets.

CHAPTER IX

CONCLUSIONS FOR THE STUDY

1. Approximately 45 percent of the total number involved in the study had requested information from the CCU.

2. The majority of individuals who requested materials received the materials within one to four weeks.

3. Approximately 27 percent of the total number requesting materials did not receive any or all of the requested materials.

4. The major reason given for not receiving requested materials was that materials were not completed.

5. The majority of the respondents gave the materials received from good to excellent ratings, with 18 percent giving poor ratings.

6. Approximately 75 percent of those receiving materials gave adaptability or usability ratings from good to excellent, while 19 percent gave poor adaptability ratings.

7. Approximately 32 percent of the respondents who requested materials had attended a workshop conducted by the CCU, while approximately 45 percent stated that they had

attended a workshop in which the CCU was given a portion of time.

8. The course outlines are given the highest rating as to preference, with other types being fairly well distributed from 3.0 to 4.0 on a one through five rating.

9. The major reason why 56 percent of the respondents did not request material was because of an unawareness of the CCU and the availability of materials.

10. The majority of the vocational complex personnel felt that the most effective method of distributing materials is to notify teachers of its availability and permit them to order it.

11. The majority of the vocational complex personnel felt that the CCU program specialist, teacher trainer, and state supervisor are all equally important in curriculum development.

12. Forty-five percent of the total number of respondents stated that they needed more information about the services rendered by the CCU with the most often mentioned being that of more information about materials available.

13. The majority of the 32 percent of the total number of respondents who had attended a workshop in which the CCU had participated in some manner gave the workshops from good to excellent ratings.

14. The most often given method for the improvement of workshops was to have them more often.

15. The majority of the vocational personnel (79 percent) felt that a semi-annual publications list from the CCU would be very valuable.

16. The method by which the CCU could improve its services that received the highest rating was "by conducting workshops within different sections of the state."

17. Approximately 43 percent of the respondents have utilized the film library; the individuals who have not utilized the film library are unaware of its existence, and what is available. One major complaint is that films are out-of-date.

18. Twenty-five percent of the post secondary personnel stated that they had received materials without requesting them; 46 percent of the secondary personnel stated that they had received materials without requesting them.

CHAPTER X

RECOMMENDATIONS

1. A great service could be performed for instructional areas, in which there has been no material developed, if these people were informed as to a prospective date which some materials might be available.

2. All new vocational-technical teachers should receive some type of orientation as to the services offered by the CCU.

3. The vocational-technical teachers and directors who are now teaching or administering programs should be informed about the CCU and its services.

4. There is a definite need for a semi-annual publications list of materials available at CCU; this should be distributed to each vocational-technical teacher and director.

5. The vocational-technical personnel need more workshops in which the State Department and CCU participate.

6. Workshops sponsored by CCU on the utilization of the produced materials should be held.

7. The most effective method of getting developed materials to Vo-Tech personnel is by notifying the personnel through workshops of material availability and distributing

and demonstrating materials at the workshops. Workshops in each instructional area would be most beneficial--especially if such workshops could be conducted on a regional basis, with vocational-technical teaching personnel participating.

8. Material development and publication should be conducted on priority basis, and be completed on such a basis.

9. The CCU program specialist, teacher trainers, and state supervisors should all be involved in curriculum development.

10. The film library needs to up-date the films and strive to get film holdings representative of all vocational-technical areas. Inform vocational personnel about the film library.

11. When requested materials by vo-tech personnel are delayed for completion purposes or whatever, the individuals requesting the material should be notified as to the reason for delay or some type of explanation concerning the delay.

12. When workshops are scheduled, all those individuals within vocational complexes who are involved should be notified by personal letter on an individual basis about the workshop, along with the directors.

13. Materials that are sent to vocational personnel without their requesting such materials should not be sent without notifying the personnel that materials are being sent.

14. A direct and continuous communication pattern should be developed between CCU personnel and vocational personnel in the field.

APPENDIX

___ August, 1972

Dear Sir,

This packet includes materials concerning a survey on the use and dissemination of materials produced by the Curriculum Coordinating Unit. As was explained in your recent Directors' meeting, the survey is a means of improving services and is sponsored by the State Department of Education, Division of Vocational-Technical Education.

With your permission, it is more feasible that the Counselor administer the survey form, since he or she will not be involved in the survey. Please have the instrument administered to the group at one time, if possible. If you cannot get them in one group, the Counselor should keep the completed forms and return all of them to me at the same time, as he receives them from the teachers. The stamped envelope is enclosed for the returning of the questionnaires. The group to whom the form is to be administered is as follows: Trade and Industrial Instructors, Business and Office Instructors, Technical Instructors, Agriculture Instructors, Directors and Assistant Directors. An instructor must have taught in the field of Vocational Education for a period of one year or more in order to participate in the study. There is an instruction sheet for the administration of the instrument, if the Counselor needs one or feels that it may be of benefit.

Please note that only the Post-Secondary Directors were involved in the above mentioned meeting. Therefore, as a Secondary institution please disregard the statement about the recent Directors' meeting.

I thank you for your immediate attention.

Yours truly,

/s/ Clyde N. Ginn

Clyde N. Ginn

DIRECTIONS FOR ADMINISTRATION

Note: All Participates Must Have Taught Within The Area of Vocational-Technical Education For A Period Of One Year Or More In Order To Participate In The Survey.

TESTER Read Aloud This is a survey questionnaire. Please listen carefully to the directions. Proceed only as I instruct you to proceed.

(Where there is a choice of answers, have them circle their choice.) etc. yes, no, superior, good, and etc.

Tester Read Aloud:

First read the paragraph at the top of page one labeled, Survey Form I. (Give each one time to read the paragraph.)

Now let's complete the Personal Data Section. Check your teaching area, and then check your teaching level. All of you who are in Trade and Industrial, and Technical Areas, write in your specific teaching area within these areas. Please write it Left or Right side in the open spaces.

Next check your educational level, and below it the number of years of teaching experience. Next the number of years of work experience outside your work as teaching. This work must have been in the area in which you are now teaching.
(Give them time to complete this section.)

Now you are ready to complete Part I. Let's read the statement following the Roman Numeral I.

When you have completed Section I or if Number one did not apply to you, and you are to proceed to 2 complete only those sections. Do not go to Section 3 until I instruct you to do so. (After all have complete either section one or section two, proceed with the following instructions.)

We are now ready to go to section 3. The introductory statement in section 3, states that if you have received materials from the Curriculum Lab without requesting them, you are to complete this section. After those have completed section 3, every one is to complete section 4 at the same time.

Thank you for participating in the survey.

Note: This should be administered in a group, if possible. After the administration of the form, please send them to me in the stamped envelope.

Survey Form I

The Curriculum Coordinating Unit for Vocational Technical Education is jointly sponsored by the State Division of Vocational Technical Education and Mississippi State University. We are attempting to determine how the CCU-RCU can improve its services to teachers, local directors, and other school personnel. Please help us do this by completing the questionnaire.

Please complete the following Personal Data:

Teaching Area:	Trade and Industry	( )
	Business and Office	( )
	Technical	( )
	Agriculture	( )
	DMT	( )
	Director or Ast. Dir.	( )
Teaching Level:	Secondary	( )
	Post Secondary	( )
Educational Level:	Less than High School	( )
	High School	( )
	Associate of Arts	( )
	Bachelors Degree	( )
	Masters Degree	( )

Total number of years of teaching experience _____

No. of years of work experience within your instructional area (this does not include teaching) _____

I. Please complete the following questions by encircling the appropriate responses.

1. Have you ever directly requested any type of assistance in the form of materials directly from the Curriculum Coordinating Unit? (Yes, No)

   NOTE: If the answer was (yes) in number (1), proceed to Section (1a). If the answer was (no) in number (1), proceed to Section (2). Everyone must complete Section 4.

1a. Please indicate your responses below.

a. I requested materials to assist me in my instruction. (Yes, No)

b. I requested materials to assist me in gaining knowledge in areas other than my teaching area. (Yes, No)

c. I requested materials for other reasons, Specify _____
_____
_____

d. I received the materials within: (1-2 weeks) (3-4 weeks) 5-6 weeks), (Longer than above).

e. I felt that the length of time that it took for me to receive the requested materials was reasonable. (Yes, No)

f. I received the materials that I requested. (Yes, No)
If no, explain why_____
_____
_____

g. The materials that I requested and received for my teaching area could be rated as follows: (Superior, Excellent, Good, Fair, Poor).
If Superior, Why?_____
_____
_____
If Poor, Why?_____
_____
_____

h. The adaptability of the materials to my teaching area could be rated as follows: (Superior, Excellent, Good, Fair, Poor)

i. I have attended a workshop conducted by the CCU concerning various materials related to my teaching area. (Yes, No)

j. I attended a workshop in which the CCU was given a portion of time in which to distribute or diffuse curriculum materials (Yes, No)

k. I have received notice of and have had an opportunity to attend a workshop concerning various materials. (Yes, No)

l. I (did, did not) attend the workshop. If did not, explain why?_____

_____

_____

m. How many workshops have you attended in which the CCU participated?_____

n. The types of materials that I prefer are as follows: (Rate each type with a number on a scale of 1, 2, 3, 4, 5, with 5 representing the highest value, and use 0 if you are not aware of a certain type of material.

___Teacher Guides
___Work Sheets
___Job Sheets
___Course Outlines
___Unit Plans for Student Use
___Program Planning Materials
___Individual Student Learning Materials
___Reprints of Materials Prepared Elsewhere
___Subject Matter Materials

SECTION 2. Complete this section if your answer was (no) in question (1).

Please check the appropriate responses: I have never requested materials from the Curriculum Coordinating Unit because I:

( )was unaware of availability of materials.
( )was unaware of materials in my teaching area.
( )had rather rely on my own materials.
( )was unaware of procedures by which materials are acquired.
( )had a lack of time to review my needs for materials.
( )was unaware of methods in which materials could be utilized.
( )felt that it took too long a time for me to receive materials from the Curriculum Coordinating Unit.

Other, Specify_____

_____

SECTION 3. Complete the following, if materials have been sent to you without your requesting them.

a. I was aware that materials were being sent.(Yes,No)

b. I was aware that the materials were being sent because: (Check the appropriate reason.)

( ) I attended a workshop concerning the diffusion of the materials.
( ) A co-worker informed me.
( ) The local director, assistant director, or state supervisor informed me.
( ) Through personal correspondence or telephone contact with the CCU.
( ) Other, Specify_____
_____

Generally, the materials I received could be rated as follows: (Superior, Excellent, Good, Fair, Poor)

e. The types of materials that I prefer are as follows: (Rate each type on scale of 1, 2, 3, 4, 5, with 5 representing the highest value. Use 0 if you are unaware of any of the materials or types of materials).

___Teacher Guides
___Work Sheets
___Job Sheets
___Course Outlines
___Unit Plans for Student Use
___Program Planning Materials
___Individual Student Learning Materials
___Reprints of Materials Prepared elsewhere

SECTION 4. Please respond to the following:

a. What, in your opinion, is the most effective method of disseminating CCU developed curriculum materials. (Rate each with 1, 2, 3, 4, 5, with 5 representing the highest value.)

___Send it through the mail
___Notify teachers about its availability, and permit them to order it if they desire it
___Call regional conferences, demonstrate its use, and distribute it at the conference
___Distribute materials without demonstration, at conferences called for other purposes
___Other, Specify_____
_____

b. Who, in your opinion, have/has the most important role in vocational curriculum development. (Check only one.)

( ) CCU Program Specialist
( ) Teacher Trainer
( ) State Supervisor
( ) CCU Program Specialist and State Supervisor
( ) CCU Program Specialist and Teacher Trainer
( ) State Supervisor and Teacher Trainer
( ) CCU Program Specialist, Teacher Trainer, and State Supervisor are all equally important in curriculum development.
( ) Neither of the above; please explain_____

_____

c. I feel that I need more information about the services rendered by the CCU. (Yes, No)
If Yes, what type?_____

_____

d. I (have,have not) attended workshops and found them to be of (Superior, Excellent, Good, Fair, Poor) quality. (Workshops in which the CCU has participated in any manner)

e. For the improvement of workshops, I recommend

_____

_____

f. Do you feel that a semi-annual publications list prepared by the CCU would be of (Great Value, Valuable, Little Value, No Value).

g. In which ways or way do you feel that the CCU can improve or best perform their services. (Rate the following methods using a scale of 1, 2, 3, 4, 5, with 5 representing the highest value.)

h. ( ) By sending representatives into the local districts to verify needs
( ) By conducting workshops at the CCU headquarters
( ) By conducting workshops within different sections of the state
( ) By conducting meetings with teachers, local directors, CCU Staff, State Staff to set curciculum development priorities

i. Have you ever utilized the Film Library at the CCU Headquarters? (Yes, No)
If no, why?_____

_____

j. Do you have further suggestions for the improvement of services provided by the CCU? If so, explain _____

_____